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A COMPARISON OF PRINCIPALS' AND TEACHERS' PERCEPTIONS
OF THE ACTUAL AND PREFERRED DEGREE OF TEACHER
PARTICIPATION IN A NUMBER OF DECISIONS

BY



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1969

Thesis
1969 (F)
46

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Comparison of Principals' and Teachers' Perceptions of the Actual and Preferred Degree of Teacher Participation in a Number of Decisions" submitted by Rodolphe Laurent Corriveau in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to compare principals' and teachers' perceptions of the actual and of the preferred degree of teacher participation in a number of decisions pertaining to elementary and secondary school curriculum, pupil personnel, the teacher personnel in the school, the teaching profession and organizational problems.

The population chosen for this investigation was a sample of one hundred and thirty-five principals, members of L'Association des Principaux d'écoles du Nord-Ouest Québécois; and a random sample of six hundred and fifty-five teachers, members of la Corporation des Enseignants du Québec. Of this last group, a third sample was obtained consisting of one hundred and ten teachers from Northwestern Quebec.

This study revealed that, as pertaining to the actual degree of teacher participation, principals and teachers differed most in their perceptions on decisions pertaining to pupil personnel, and to a lesser extent on decisions pertaining to teacher personnel and to elementary and secondary school curriculum. They differed least in the areas of organizational decisions and decisions pertaining to the teaching profession. It also revealed that principals and teachers of Northwestern Quebec differed only on two decision items: one pertaining to pupil personnel,

the other to the teacher personnel in the school. In all cases where significant differences were observed, principals perceived teachers as participating more than teachers perceived themselves as participating.

As pertaining to the preferred degree of teacher participation, principals and teachers were found to differ most in their perceptions in all decision areas except for pupil personnel where no significant differences were observed. Principals and teachers of Northwestern Quebec were found to differ on most decisions pertaining to organizational problems and the teaching profession, and on some decisions (less than half) pertaining to elementary and secondary school curriculum. They differed significantly on one out of four decision items pertaining to the teacher personnel in the school and did not differ significantly on decisions pertaining to pupil personnel. In all cases where significant differences were observed, principals perceived that teachers should participate less than teachers perceived they should participate.

The variables most closely associated with principals' and teachers' perceptions were found to be sex, academic and professional preparation, teaching level and number of teachers in the school. Also associated, but to a lesser extent, were age, civil status, population of the locality. Teaching experience and number of years in the present institution were associated with only a few organizational decisions.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude and appreciation to the many individuals who have furnished invaluable assistance in the completion of this program.

To my wife, Ginette, a special note of thanks for her constant support and understanding.

To my advisor, Dr. L. R. Gue, my deepest appreciation for his encouragement, interest and constructive guidance.

Appreciation is also expressed to the members of the Committee for their support in the final stages of this research.

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CHAPTER I

INTRODUCTION

The determination of who shall make what decision is an area of concern in educational administration today. Traditionally, the school board delegated administrative authority, to some extent, to the principal. With the rapid developments in education, the respective locus for each decision that is to be made appears more difficult to determine. Decision-making itself appears more complex. Argyris claims that "decision-making has become so complicated that group participation is essential" (1, p. 95).

The Parent Report (8, p. 152) in Quebec advocates greater teacher participation in decision-making. However, as Bridges indicates (4, p. 52) there are limits to teacher involvement. He concludes from his research on teacher participation that teachers want and should participate only in decisions which are of central concern to them. In what decisions should teachers be involved? Do principals and teachers hold congruent views on teacher participation?

The main focus of this study was a comparison of the perceptions of principals and teachers of teacher participation.

I. THE PROBLEM

Statement of the Problem and Sub-Problems

The purpose of this study was to compare principals' perception of the actual and preferred degree of teacher participation with teachers' perception of their actual and preferred degree of participation in a number of decisions pertaining to elementary and secondary school curriculum, pupil personnel, teacher personnel, the teaching profession, and some general organizational problems. In other words, the following sub-problems were examined in this study:

- (1) The difference between principals' and teachers' perceptions of the actual degree of teacher participation in a number of decisions.
- (2) The difference between principals' and teachers' perceptions of the preferred degree of teacher participation in a number of decisions.
- (3) The relationship between principals' and teachers' perceptions of the actual and preferred degree of teacher participation in a number of decisions and such variables as sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught

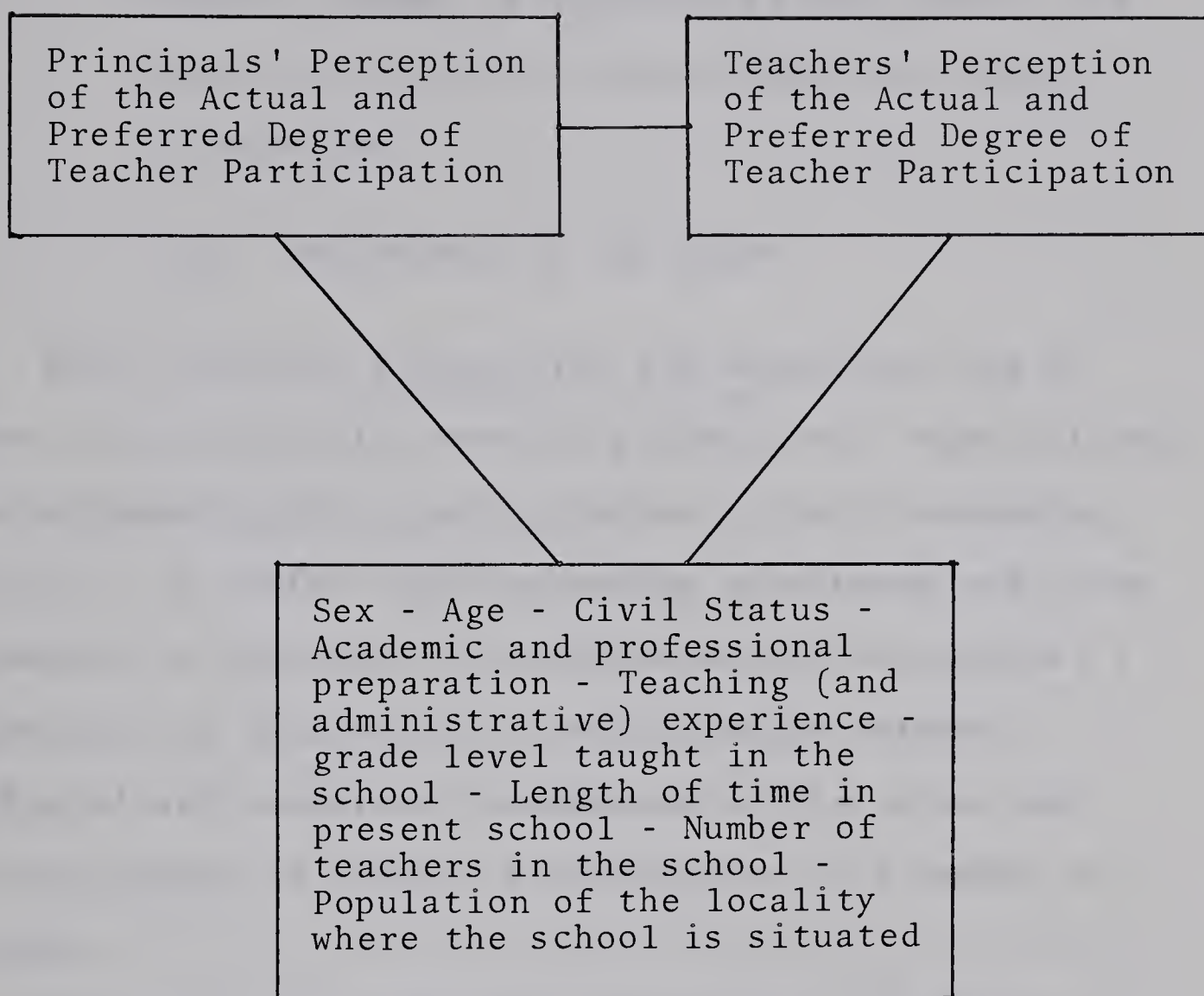


FIGURE 1

RELATIONSHIPS TESTED IN THIS STUDY

in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

II. IMPORTANCE OF THE STUDY

With increased preparation and expertise, and as members of increasingly powerful professional organizations, teachers demand greater participation in decision-making (2, 3, 7). If better decision-making structures are to be implemented to cope with this situation in the schools, it is essential to determine the relationships between principals' and teachers' perceptions of the actual and preferred degree of teacher participation in a number of decisions.

This study was undertaken in Quebec. In that province, the educational structures, from the provincial to the classroom level, are presently undergoing profound modifications following the Parent Report. The need for teacher participation to effect changes in the educational program is being stressed (5). A general formula to ensure both teacher and community participation in decision-making has been suggested (6). Also, Quebec is now experiencing its first province-wide collective negotiation, where the Corporation des Enseignants du Québec demand greater participation of teachers in the decision process (7).

In brief, school administrators and teachers as well as their professional organizations should benefit from this study, as it may serve to determine the possible scope of involvement of teachers in decision-making. Also, it is directly relevant to the changes that are now taking place in Quebec.

III. DEFINITION OF TERMS

Degree of participation. The extent of teacher involvement in decision-making. This involvement may vary from no participation (i.e. teachers do not enter the decision-making process) to autonomous participation (i.e., teachers make the decision themselves).

Principals. Members of a school staff who are primarily concerned with the administration of the school, either on a full or part-time basis (principals and vice-principals spending more than fifty per cent of their time in the administration of the school).

Teachers. Members of a school staff who are engaged only in teaching. Teachers who are part-time administrators (less than fifty per cent of the time), librarians, guidance counselors or any other professional workers will not be considered in this study.

Decision. The decisions referred to in this study are those decision items which are listed in Tables I to V inclusively.

IV. LIMITATIONS

The study has the following limitations:

- (1) Generalizations which may be drawn from this study should be limited to the population sampled.
- (2) The Teachers' Participation Questionnaire used in this study may not have covered all the possible situations principals and teachers encounter in the school system and therefore might have compelled the respondents to give answers which do not perfectly correspond to their perception.

V. DELIMITATIONS

- (1) This study did not assess the degree of teachers' participation in all the decision-making processes of the school system. Instead, it was limited to self-reports by principals and teachers on the degree of teacher participation in a selected number of decisions.
- (2) This study was limited to a sample of the members of L'Association des Principaux du Nord-Quest Québécois, to a provincial random sample of the Corporation des Enseignants du Québec, and to a small random sample of teachers from Northwestern

Quebec included in the provincial random sample. All principals and teachers were members of elementary and/or secondary public school staffs in the province of Quebec.

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CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

Much has been written on perception and teacher participation. This chapter is intended to offer a brief survey: (1) of the literature on perception, and (2) of those studies which have compared administrators' and teachers' perceptions of teacher participation in decision-making.

I. PERCEPTION

Where perception is concerned, it need be recognized that a person only perceives and interprets what he sees in terms of his own experience and his own background of meanings. Enns supports this view and adds that:

Perceptions are not simple, accurate reproductions of objective reality. Rather, they are usually distorted, colored, incomplete, and highly subjective versions of reality (6, p. 23).

Studies in perception first dealt with judgment of objects, not people, and viewed from outside rather than from within the individual. Bruner (5, p. 7-14) summarized a number of studies which stress what he calls a "New Look" in perception. It pertains to needs, values and cultural background as determinants of the perceptual process.

Costello and Zalkind (5, p. 5) identify some "systematic errors" that creep into the process of perception: Stereotyping, projection, the halo effect, and perceptual defense. These mechanisms of perceptual distortion are further explained by Enns (6, p. 24). Of greater importance is the suggestion by Costello and Zalkind (5, p. 5) that the influence on perception of the characteristics of the perceiver, of the perceived, and of the situation is presently of particular relevance to administrative practice.

Berelson and Steiner (3, p. 146) claim that perceptual judgments are such that the individual selects, among a number of possible stimuli, a small portion of his actual environment. This selection is not done at random, but it depends on the stimuli itself, on what the individual is prepared to see and of his specific motives at the time.

In a similar vein, Ittleson and Cantril (7, p. 5) consider the process of perception as that part of the process of living by which each individual:

... creates for himself the world within which he has his life's experiences and through which he strives to gain his satisfactions (7, p. 5).

For Ittleson and Cantril, perception must be viewed in terms of the transaction in which it can be observed. Each individual observes and acts from his own personal behavioral center. In such an approach, perceiving is seen as always

done by a person from his unique position in space, time, and with his own values, needs and experiences. Finally, Costello and Zalkind mention that:

... To the extent that two persons' positions overlap, including not only their orientations in time and space but also their interests and purposes, they will tend to have common perceptions and common experiences (5, p. 4).

Teachers' and principals' positions overlap to a degree as do their interests and purposes. How different are their perceptions as pertaining to decisions in education?

II. ADMINISTRATORS' AND TEACHERS' PERCEPTIONS

Studies by Carson, Benner, Otto and Veldman, Archambault, Sinks, MacKay and Robinson offer different viewpoints as pertaining to administrators' and teachers' perceptions of teacher participation in decision-making.

Carson, in a research project carried out in three Oregon communities, found that teachers, generally, desired more participation in educational decision-making (4, p. 16). Principals (along with school board members and superintendents) perceived the extent to which teachers should participate at a slightly lower level than teachers perceived for themselves, and nearly agreed with teachers on teacher role (4, p. 36).

Benner (2) compared perceptions of actual and ideal decision-making participation patterns in elementary schools

in Illinois. He found no congruence between administrators' and teachers' perceptions of actual and ideal participation in all decision areas except pupil discipline. The least congruence was found to lie in the area of policy making, where teachers expressed the desire for a more active role.

Otto and Veldman (10) found elementary school principals and teachers to agree on decision allocation to teachers in the areas of educational program, personnel development and school management. In the area of community relations disagreement was noted in that principals considered teachers to exercise less power than teachers thought they exercised.

Archambault (1) studied the difference in perceptions of school board members, superintendents, principals and teachers regarding the desired hierarchical level at which teachers should participate in the development of school policies. He concluded that all groups believed that teachers should participate at a higher level in the school authority structure when developing professional personnel policies than when developing educational programs. Principals believed that teachers should participate at a relatively low level in the school authority hierarchy in school policy development while teachers (and superintendents) believed they (teachers) should participate at a higher level. Teachers expressed a greater desire to participate in deter-

mining educational program policies than school board members, superintendents and principals thought.

Sinks (12) found principals and teachers to agree generally that teachers were not taking an active role in making decisions pertaining to most activities concerning the organization and administration of the public elementary school. In nearly two-thirds of the activities indicated by his questionnaire, little difference in the perceptions of teachers and principals regarding desired situations in decision-making were observed. Differences in perceptions between teachers and principals which arose in the desired situation involved, in most cases, the type of administrator performance, or the extent of teacher participation, but did not indicate a presence of conflict between autocratic and democratic theories of administration. The author concluded that there were some activities in which teachers thought that decisions should rest with the administrators so that a more effective administration of the school would result.

From another point of view, studies in organizational structure have dealt with teacher participation.

MacKay suggested (9, p. 7) that possibilities remained high as to indirect relationships between organizational features and teacher attitude (and performance). MacKay's findings (8) indirectly support Sinks' in that he found

school staff members in general to desire more emphasis on technical competence, or professionalization, than they were in fact observing.

In a similar vein, Robinson (11) investigated the relationship between teachers' and principals' professional scores, and their attitudes towards bureaucracy as an ideal organizational form for schools. Significant overall differences were observed between teachers' and principals' professional scores on the basis of academic and professional preparation, but not on the basis of sex, marital status and teaching experience. With regard to the desirability of Hall's six bureaucratic dimensions (as modified by MacKay), he found principals to desire less rules for incumbents, less procedural specification and less impersonality than do teachers.

Conclusion

The literature herein reviewed thus suggests that there are variations in principals' and teachers' perceptions of teacher participation in decision-making. The following statement by Likert summarizes the situation:

An individual's reaction to any situation is always a function, not of the absolute character of the interaction, but of his perception of it. It is how he sees things that counts, not objective reality. Consequently, an individual will always interpret an interaction between himself and the organization in terms of his background and culture, his experience and expectations (5, p. 48).

To implement better decision-making structures in the schools, principals' and teachers' views, whether different or not, may serve as very important indicators.

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CHAPTER III

THE RESEARCH DESIGN

This chapter is intended to explain the instrument used, offer a description of the sample, describe the method of data collection employed, enunciate the hypotheses tested and the analysis carried out.

I. THE INSTRUMENT

Two questionnaires constructed by Massé (1) were used in this study:

(1) The Teachers' Participation Questionnaire.

This questionnaire includes a scale of participation and a list of decision-items. It contains four levels or degrees of participation:

- (a) No participation. The decisions to be made are taken by the administrative authority; no opportunity is given to teachers to participate. The administration feels free to notify the teachers or explain to them the reasons why these decisions have been or are to be made.
- (b) Informative participation. The administrative authority makes the decisions, but teachers participate in the decision-making process, giving information either on their own initiative,

or by being consulted on a discretionary or compulsory basis by the administration.

- (c) Collegial participation. Teachers and the administration, possibly in a decision committee consisting of representatives of both parties, make the decision. Teachers have or do not have the right of veto over the decisions.
- (d) Autonomous participation. The decisions are made by teachers: (i) individually; (ii) in working groups, or a representative committee; or (iii) by their local, regional or provincial association or appointed committees of these associations.

Decision Items

The original questionnaire had consisted of thirty-five decision items. Five were rejected by Massé (1). The remaining thirty were used in this study. They were grouped into five areas:

- (1) Decisions pertaining to elementary and secondary school curriculum.
- (2) Decisions pertaining to pupil personnel.
- (3) Decisions pertaining to the teacher personnel in the school.
- (4) Decisions pertaining to the teaching profession.
- (5) Organizational decisions.

The decision items are spelled out in Tables I, II, III, IV and V respectively. Column numbers in Tables I to V always refer to the same item numbers in all Tables.

TABLE I

DECISION ITEMS PERTAINING TO ELEMENTARY AND
SECONDARY SCHOOL CURRICULUM

Col. No.	Item No.	Decision Items
(1)	4.	Establishing the broad outlines for instructional programs at the secondary or elementary levels.
(2)	24.	Introducing new courses of study.
(3)	1.	Introduction of new teaching methods.
(4)	2.	Deciding on instructional methods which teachers should use.
(5)	29.	Developing tests and examinations to evaluate student progress.
(6)	20.	Selecting textbooks.
(7)	31.	Selecting teaching materials, audio-visual materials, etc.

TABLE II

DECISION ITEMS PERTAINING TO PUPIL PERSONNEL

Col. No.	Item No.	Decision Items
(1)	8.	Establishing regulations concerning student behavior in school.
(2)	11.	Establishing methods to be used in evaluating students.
(3)	25.	Deciding on the methods to be used in grouping students.

TABLE III

DECISION ITEMS PERTAINING TO THE TEACHER PERSONNEL
IN THE SCHOOL

Col. No.	Item No.	Decision Items
(1)	26.	Deciding the grade level at which individual teachers will teach.
(2)	9.	Assigning the subject or subjects which a teacher will teach.
(3)	18.	Defining objectives for the supervision of teachers.
(4)	12.	Establishing criteria for the evaluation of teacher competency.

TABLE IV

DECISION ITEMS PERTAINING TO THE TEACHING PROFESSION

Col. No.	Item No.	Decision Items
(1)	33.	Determining the minimum requirements for entry into the teaching profession.
(2)	5.	Evaluating teachers' professional qualifications.
(3)	30.	Determining the content of teacher training programs.
(4)	34.	Selecting the subjects to be included in the program.
(5)	35.	Determining the subject matter to be taught.
(6)	14.	Determining the priorities in the retraining of teachers.
(7)	22.	Drawing up a code of ethics to which teachers must adhere.

TABLE V

DECISION ITEMS PERTAINING TO ORGANIZATIONAL PROBLEMS

Col. No.	Item No.	Decision Items
(1)	28.	Determining the priorities in relation to educational research.
(2)	19.	Determining program content for teacher workshops.
(3)	32.	Determining the formal structures to be established in the school; i.e., the distribution of workload, the formation of departments, the establishment of committees or councils in the school.
(4)	27.	Determining the amount of the school budget which should be spent for instructional purposes.
(5)	23.	Determining the need for specialist-consultants or coordinators in a school or school system.
(6)	21.	Determining the number of periods one should teach per week.
(7)	10.	Determining the length of teaching periods.
(8)	16.	Drawing up timetables for the school.
(9)	13.	Establishing educational specifications for new school buildings.

(2) Background Information Questionnaire.

This questionnaire was constructed to get from the respondents the following information: sex, age, civil status, academic and professional preparation, teaching (and administrative) experience, grade level taught in the school, length of time in present school, number of teachers in the school, and population of the locality where the

school is situated.

II. DESCRIPTION OF THE SAMPLE

The principals selected for this study were the members of L'Association des Principaux d'écoles du Nord-Ouest Québécois. (This region extends from Southern Temiscamingue and Laverendrye Park to James Bay, and from the Ontario boundary to Chibougamau and Mistassini).

The teachers selected were a provincial random sample of the members of la Corporation des Enseignants du Québec, and a sample of Northwestern Quebec teachers taken from the provincial random sample.

III. COLLECTION OF DATA

The list of Northwestern Quebec principals was obtained from the secretary of L'Association des Principaux d'écoles du Nord-Ouest Québécois. Each principal was sent a questionnaire by mail with a postage-paid return envelope. Each questionnaire had a code number to allow for follow-up letters to be sent. Three reminders were sent to those who had failed to return the questionnaire. One hundred and thirty-five completed questionnaires were obtained out of a possible one hundred and ninety-one (70.7 per cent).

The provincial random sample of teachers, consisting of six hundred and fifty-five respondents, was obtained from Massé (1). The Northwestern random sample of teachers,

consisting of one hundred and ten respondents, was the total number of respondents from the Northwestern region included in the provincial random sample of teachers. The characteristics of the respondents appear in Tables VI and VII.

IV. HYPOTHESES

The following null hypotheses were tested in this study:

Hypothesis 1.0. There is no significant difference between principals' and teachers' perceptions of the actual degree of teacher participation.

Hypothesis 2.0. There is no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

Hypothesis 3.0. Principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions is not related to the variables sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

TABLE VI

PERCENTAGE OF PRINCIPALS, TEACHERS (Teachers₁) AND NORTHWESTERN QUEBEC TEACHERS (Teachers₂) BY¹SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION, AND TEACHING EXPERIENCE

Variables		Principals (N=135) %	Teachers ₁ (N=655) %	Teachers ₂ (N=110) %
Sex	Male	40	37.2	42.7
	Female	60	62.2	57.3
Age (in years)	0 - 20	--	0.6	--
	20 - 29	20	58.2	56.4
	30 - 39	35.6	24.2	25.5
	40 - 49	20	12.5	9.1
	50 - 59	20.7	7.9	8.2
	60 plus	3.7	1.7	0.9
Civil Status	Lay	60.7	87	89.1
	Religious	39.3	13	10.9
Academic and Pro- fessional prepar- ation (in years)	0 - 12	2.2	6.4	8.2
	12 - 14	45.9	47.9	55.5
	15 - 17	37.8	33.8	28.2
	17 plus	14.1	11.9	8.2
Teaching Experience (in years)	0 - 1	1.5	3.9	5.5
	2 - 4	7.4	21.7	21.8
	5 - 7	17.8	24.6	25.5
	8 - 10	7.4	11.6	15.5
	11 - 13	8.1	10.7	9.1
	14 - 16	11.9	5.9	6.4
	16 plus	45.9	21.6	16.4

TABLE VII

PERCENTAGE OF PRINCIPALS, TEACHERS (Teachers₁) AND NORTHWESTERN QUEBEC TEACHERS (Teachers₂) BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY WHERE THE SCHOOL IS SITUATED

Variables		Principals (N=135) %	Teachers ₁ (N=655) %	Teachers ₂ (N=110) %
Administra- tive exper- ience (in years)	0 - 1	21.5		
	2 - 4	42.2		
	5 - 7	12.6		
	8 - 10	8.9		
	11 - 13	4.4		
	14 - 16	3.7		
	17 plus	6.7		
Teaching Level	Elementa- ry	65.2	55.1	56.3
	Second- ary	34.8	44.9	43.7
Number of Years in Present Institution	0 - 1	15.6	12.8	9.1
	1 - 3	44.4	35.7	40
	4 - 6	18.5	30.2	33.6
	7 - 9	11.1	10.7	9.1
	10 plus	10.4	10.6	8.2
Number of Teachers in the School	1 - 9	40.7	17.6	20
	10 - 19	25.9	30.6	25.5
	20 - 29	8.1	18.9	18.2
	30 - 39	9.6	8.6	9.1
	40 - 49	4.4	4.5	5.5
	50 - 59	0.7	5.8	1.8
	60 - 69	3.0	2.2	4.5
	70 plus	7.4	11.4	15.5
Population of lo- cality	1- 9,999	74.8	46.5	55.5
	10,000-19,999	12.6	12.7	19.1
	20,000-29,999	10.4	9.0	14.5
	30,000-39,999	2.2	7.9	10.9
	40,000-49,999	--	1.3	--
	50,000 plus	--	22.6	--

V. ANALYSIS OF DATA

The Kolmogorov-Smirnov two-sample statistical test was used in this study to test the null hypotheses on an item per item basis. It was found to be the most appropriate test to obtain the desired information from the type of data involved. The level of statistical significance for rejection of the null hypotheses was set at .05. This test depends upon computation of the maximum deviation between two distributions of scores. If this deviation, or D , was equal to or larger than its critical value, the null hypothesis was rejected at the level of significance associated with that expression.

REFERENCES

- (1) Massé, Denis. Ph. D. thesis in progress. Edmonton: University of Alberta, 1969.
- (2) Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company Inc., 1956.

CHAPTER IV

FINDINGS AND DISCUSSION

I. DECISIONS PERTAINING TO ELEMENTARY AND SECONDARY SCHOOL CURRICULUM

The First Null Hypothesis

The first null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the actual degree of teacher participation.

Findings.^a As may be seen from Table VIII, there was a significant difference between principals' and teachers' perceptions of the actual degree of teacher participation on three out of seven decision items pertaining to elementary and secondary school curriculum.

There was a difference in perception on (3) the introduction of new teaching methods (.001)^b, (4) choice of new instructional methods which teachers should use (.05), and (5) the development of tests or exams to evaluate

^aThe numbered references in the findings are to the column numbers used previously in Tables I to V. The item numbers are included for convenience and ease of reference to the questionnaire.

^bThe level of statistical significance according to the Kolmogorov-Smirnov statistical test is reported in brackets immediately following each decision item for the first and second null hypotheses, and following each variable for the third null hypothesis.

TABLE VIII

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO ELEMENTARY AND
SECONDARY SCHOOL CURRICULUM

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	4.P	65.2	24.4	8.9	1.5				
	T ₁	71.1	18.6	7.8	2.4	0.060	no		
	T ₂	60.9	20.0	12.7	6.4	0.087	no		
(2)	24.P	69.6	22.2	7.4	0.7				
	T ₁	75.1	17.6	5.3	2.0	0.055	no		
	T ₂	67.3	20.0	6.4	6.4	0.056	no		
(3)	1.P	44.4	27.4	27.4	0.7				
	T ₁	64.3	18.3	13.0	4.4	0.198	yes	.001	+
	T ₂	54.5	21.8	20.0	3.6	0.101	no		
(4)	2.P	37.0	28.1	24.4	10.4				
	T ₁	49.6	29.3	11.1	9.9	0.137	yes	.05	+
	T ₂	50.0	23.6	11.8	14.5	0.130	no		
(5)	29.P	16.3	14.8	37.0	31.9				
	T ₁	25.5	26.8	19.7	28.0	0.212	yes	.001	+
	T ₂	22.9	23.9	22.0	31.2	0.157	no		
(6)	20.P	62.2	22.2	12.6	3.0				
	T ₁	72.7	18.0	6.1	3.2	0.104	no		
	T ₂	60.9	23.6	5.5	10.0	0.070	no		
(7)	31.P	55.6	26.7	15.6	2.2				
	T ₁	56.0	31.1	10.1	2.7	0.050	no		
	T ₂	54.5	32.7	9.1	3.6	0.051	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived teachers as participating more than teachers perceived themselves as participating;
-indicates that principals perceived teachers as participating less than teachers perceived themselves as participating.

student progress (.001). Principals perceived teachers as participating more than teachers perceived themselves as participating.

Principals and teachers of Northwestern Quebec did not differ significantly in their perceptions of the actual degree of teacher participation in decisions pertaining to elementary and secondary school curriculum.

The Second Null Hypothesis

The second null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

Findings. As may be seen from Table IX, there was a significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation on six out of seven decision items pertaining to elementary and secondary school curriculum.

There was no difference in perception on (3) the introduction of new teaching methods. On all other decision items, principals perceived that teachers should participate less than teachers perceived they should participate.

Principals and teachers of Northwestern Quebec differed significantly in their perceptions of the preferred degree of teacher participation on (1) the establishment of the broad outlines for instructional programs (.01), (5) the development of tests or examinations to evaluate student

TABLE IX

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO ELEMENTARY AND
SECONDARY SCHOOL CURRICULUM

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	4.P	4.4	36.3	55.6	3.7				
	T ₁	1.5	18.9	66.6	13.0	0.203	yes	.001	-
	T ₂	0.9	16.4	67.3	15.5	0.235	yes	.01	-
(2)	24.P	10.4	41.5	44.4	3.7				
	T ₁	2.0	27.2	63.2	7.6	0.175	yes	.01	-
	T ₂	1.8	29.1	59.1	10.0	0.158	no		
(3)	1.P	1.5	22.2	74.1	2.2				
	T ₁	0.3	11.5	77.1	11.1	0.119	no		
	T ₂	0.9	7.3	78.2	13.6	0.144	no		
(4)	2.P	1.5	11.9	72.6	14.1				
	T ₁	0.3	8.4	60.4	30.8	0.168	yes	.01	-
	T ₂	0.0	7.3	63.6	29.1	0.150	no		
(5)	29.P	0.0	12.6	62.2	25.2				
	T ₁	0.3	8.1	45.5	46.1	0.209	yes	.001	-
	T ₂	1.9	7.4	44.4	46.3	0.211	yes	.01	-
(6)	20.P	3.0	31.9	57.8	7.4				
	T ₁	0.6	16.4	60.7	22.3	0.178	yes	.01	-
	T ₂	1.8	11.8	60.0	26.4	0.211	yes	.01	-
(7)	31.P	2.2	34.8	56.3	6.7				
	T ₁	0.6	19.2	60.9	19.2	0.172	yes	.01	-
	T ₂	0.9	26.4	52.7	20.0	0.133	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived that teachers should participate more than teachers perceived they should participate;
-indicates that principals perceived that teachers should participate less than teachers perceived they should participate.

progress (.01), and (6) the selection of textbooks (.01). Principals perceived that teachers should participate less than teachers perceived they should participate.

The Third Null Hypothesis

The third null hypothesis stated that principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions was not related to such variables as sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

Findings. As may be seen from Tables X and XI, civil status (.001), academic and professional preparation (.05), and population of the locality (.01) were associated with principals' and teachers' perception of the actual degree of teacher participation on (3) the introduction of new teaching methods. Sex (.001), academic and professional preparation (.001), teaching level (.01), and number of teachers in the school (.05) were associated with perception on (4) the decision on instructional methods which teachers should use. Number of teachers in the school (.01) was associated with perception on (5) the development of tests or examinations to evaluate pupil progress. Sex (.05) was associated with perception on (6) the selection of textbooks.

TABLE X

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO ELEMENTARY AND SECONDARY SCHOOL CURRICULUM BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 4	(2) 24	(3) 1	(4) 2	(5) 29	(6) 20	(7) 31
Sex Male Female	304 486	0.099	0.022	0.024	0.059	0.157 ^c	0.085	0.115 ^a	0.102 ^a
Age (in years) 0-29 30-39 40 +	382 208 200	(1&2) ^d (1&3) (2&3)	0.031 0.028 0.027	0.016 0.017 0.019	0.100 0.107 0.063	0.136 0.061 0.035	0.038 0.049 0.018	0.024 0.036 0.038	0.027 0.096 0.072
Civil Status Lay Religious	652 138	0.126	0.059	0.059	0.228 ^c	0.120	0.037	0.067	0.068
Academic and Professional Preparation (in years) 0-14 15 +	421 369	0.095	0.038	0.039	0.110 ^a	0.164 ^c	0.089	0.079	0.063
Teaching Experience (in years) 0-4 5-10 11 +	181 276 333	(1&2) (1&3) (2&3)	0.028 0.030 0.014	0.015 0.027 0.030	0.021 0.085 0.084	0.035 0.068 0.035	0.042 0.037 0.080	0.033 0.032 0.065	0.037 0.104 0.067

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XI

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO ELEMENTARY AND SECONDARY SCHOOL CURRICULUM BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 4	(2) 24	(3) 1	(4) 2	(5) 29	(6) 20	(7) 31
Admin. Exp. (in years)	29	0.311 (1&2) ^d 0.317 (1&3) 0.264 (2&3)	0.022	0.117	0.164	0.091	0.116	0.196	0.079
	56		0.078	0.056	0.190	0.168	0.059	0.157	0.177
	50		0.065	0.173	0.036	0.101	0.168	0.059	0.160
Teach..Level									
Elementary	451								
Secondary	339	0.098	0.050	0.033	0.032	0.124 ^b	0.084	0.048	0.112 ^a
Years in									
Institution									
0-3	398	0.112 (1&2)	0.064	0.055	0.027	0.037	0.018	0.030	0.060
4-6	223	0.124 (1&3)	0.022	0.053	0.008	0.108	0.017	0.014	0.070
7 +	169	0.238 (2&3)	0.045	0.108	0.029	0.137	0.032	0.031	0.067
Teachers in									
the school									
1-9	170	0.125 (1&2)	0.053	0.099	0.106	0.148 ^a	0.078	0.086	0.066
10-29	372	0.134 (1&3)	0.062	0.043	0.053	0.085	0.081 ^b	0.035	0.092
30 +	248	0.111 (2&3)	0.039	0.078	0.058	0.128 ^a	0.134 ^b	0.059	0.093
Locale pop.									
1-9,999	404	0.141 (1&2)	0.012	0.040	0.128 ^b	0.062	0.061	0.059	0.056
10,000-29,999	100	0.105 (1&3)	0.075	0.034	0.140 ^b	0.050	0.040	0.057	0.034
30,000 +	286	0.158 (2&3)	0.064	0.060	0.037	0.056	0.079	0.033	0.022

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

Sex (.05) and teaching level (.05) were associated with perception on (7) the selection of teaching materials.

As may be seen from Tables XII and XIII, age (.05) was associated with principals' and teachers' perception of the preferred degree of teacher participation on (1) the establishment of the broad outlines for instructional programs. Age (.05) and administrative experience (.01) were associated with perception on (4) the decision on instructional methods which teachers should use. Age (.001) and civil status (.01) were associated with perception on (5) the development of tests and examinations to evaluate student progress. Civil status (.05) was associated with perception on (6) the selection of textbooks.

Discussion. The findings herein mentioned tend to support Carson's findings that principals perceived the extent to which teachers should participate in educational decisions at a slightly lower level than teachers perceived for themselves. It must be added that the difference in perception is less between principals and teachers of North-western Quebec than it is between principals and all teachers included in the sample. It seems reasonable to believe that principals and teachers of the same region, which is underpopulated and somewhat isolated, would hold more congruent views than these principals compared to teachers of a more populated area or of larger centers such as Montreal and

TABLE XII

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO ELEMENTARY AND SECONDARY SCHOOL CURRICULUM BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 4	(2) 24	(3) 1	(4) 2	(5) 29	(6) 20	(7) 31
Sex Male Female	304	0.099	0.073	0.046	0.049	0.048	0.015	0.023	0.034
Age (in years)	0-29	(1&2) (1&3) (2&3) ^d	0.049	0.051	0.063	0.102	0.144 ^b	0.065	0.041
	30-39		0.139 ^a	0.102	0.103	0.123 ^a	0.172 ^c	0.123 ^a	0.084
	40 +		0.090	0.073	0.085	0.034	0.027	0.077	0.058
Civil Status Lay Religious	652 138	0.126	0.061	0.051	0.052	0.067	0.155 ^b	0.143 ^a	0.110
Academic and Professional Preparation (in years)	0-14	0.095	0.052	0.067	0.038	0.056	0.019	0.041	0.066
	15 +								
Teaching Exp. (in years)	0-4	(1&2) (1&3) (2&3)	0.071	0.028	0.060	0.041	0.076	0.027	0.049
	5-10		0.102	0.058	0.094	0.092	0.090	0.107	0.041
	11 +		0.040	0.030	0.037	0.087	0.106	0.105	0.043

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XIII

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO ELEMENTARY AND SECONDARY SCHOOL CURRICULUM BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 4	(2) 24	(3) 1	(4) 2	(5) 29	(6) 20	(7) 31
Admin. Exp. (in years)	29	0.311 (1&2) ^d	0.090	0.119	0.129	0.039	0.187	0.134	0.081
	56	0.317 (1&3)	0.103	0.195	0.217	0.077	0.144	0.139	0.164
	50	0.264 (2&3)	0.042	0.076	0.088	0.073	0.331 ^b	0.054	0.083
Teach. Level Elementary Secondary	451								
	339	0.098	0.055	0.036	0.055	0.058	0.052	0.045	0.058
Years in Institution	398	0.112 (1&2)	0.035	0.073	0.009	0.091	0.030	0.050	0.008
	223	0.124 (1&3)	0.037	0.027	0.046	0.052	0.042	0.044	0.056
	169	0.138 (2&3)	0.072	0.092	0.037	0.113	0.072	0.042	0.057
Teachers in the school	170	0.125 (1&2)	0.095	0.024	0.020	0.019	0.046	0.023	0.029
	372	0.134 (1&3)	0.108	0.031	0.058	0.081	0.076	0.051	0.048
	248	0.111 (2&3)	0.027	0.027	0.078	0.062	0.031	0.034	0.077
Locale pop. 1- 9999 10000-29999 30000 +	404	0.141 (1&2)	0.041	0.101	0.034	0.008	0.019	0.017	0.030
	100	0.105 (1&3)	0.028	0.031	0.021	0.037	0.088	0.052	0.044
	286	0.158 (2&3)	0.069	0.132	0.041	0.044	0.069	0.042	0.074

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

Quebec City. There is nevertheless a trend amongst teachers of Northwestern Quebec towards sharing the views of the other teachers at large as to their preferred degree of participation in decisions pertaining to elementary and secondary school curriculum.

Sex, age, civil status, academic and professional preparation, teaching level, number of teachers in the school, have influenced principals and teachers' perception on either one or more decision items. Their perception depended on the item itself, and possibly as much, if not more, on the type of administrator and teacher relationship with regard to the specific decision, or to the extent of teacher participation as it was perceived to exist.

II. DECISIONS PERTAINING TO PUPIL PERSONNEL

The First Null Hypothesis

The first null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the actual degree of teacher participation.

Findings^a. As may be seen from Table XIV, there was a significant difference between principals' and teachers' perceptions of the actual degree of teacher participation

^aThe numbered references in the findings are to the column numbers used previously in Tables I to V. The item numbers are included for convenience and ease of reference to the questionnaire.

TABLE XIV

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO PUPIL PERSONNEL

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	8.P	22.2	25.2	48.9	3.7				
	T ₁	32.5	32.4	28.1	7.0	0.175	yes	.01	+
	T ₂	35.5	30.9	26.4	7.3	0.190	yes	.05	+
(2)	11.P	34.8	34.8	25.2	5.2				
	T ₁	52.2	29.6	15.0	3.2	0.174	yes	.01	+
	T ₂	50.0	28.2	17.3	4.5	0.152	no		
(3)	25.P	41.5	28.9	27.4	2.2				
	T ₁	52.8	31.6	10.7	4.9	0.141	yes	.05	+
	T ₂	49.1	27.3	15.5	8.2	0.076	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived teachers as participating more than teachers perceived themselves as participating;
-indicates that principals perceived teachers as participating less than teachers perceived themselves as participating.

on every decision item pertaining to pupil personnel. Principals perceived teachers as participating more than teachers perceived themselves as participating.

Principals and teachers of Northwestern Quebec differed significantly in their perceptions on (1)^b the establishment of regulations concerning student behavior in school (.05). Principals perceived teachers as participating less than teachers perceived themselves as participating.

The Second Null Hypothesis

The second null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

Findings. As may be seen from Table XV, there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation on every decision item pertaining to pupil personnel.

Principals and teachers of Northwestern Quebec did not differ significantly in their perceptions of the preferred degree of teacher participation in decisions pertaining to pupil personnel.

^bThe level of statistical significance according to the Kolmogorov-Smirnov statistical test is reported in brackets immediately following each decision item for the first and second null hypotheses, and following each variable for the third null hypothesis.

TABLE XV

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO PUPIL PERSONNEL

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 2.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	8.P	2.2	16.3	74.1	7.4				
	T ₁	0.8	14.4	70.5	14.4	0.070	no		
	T ₂	0.9	18.2	65.5	15.5	0.080	no		
(2)	11.P	3.0	26.7	65.2	5.2				
	T ₁	2.3	20.5	63.4	13.9	0.087	no		
	T ₂	2.7	14.5	65.5	17.3	0.124	no		
(3)	25.P	3.7	23.7	65.2	7.4				
	T ₁	1.7	20.0	61.8	16.5	0.091	no		
	T ₂	3.6	17.3	57.3	21.8	0.144	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived that teachers should participate more than teachers perceived they should participate; - indicates that principals perceived that teachers should participate less than teachers perceived they should participate.

The Third Null Hypothesis

The third null hypothesis stated that principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions was not related to such variables as sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

Findings. As may be seen from Tables XVI and XVII, number of teachers in the school (.05 and .01) was associated with principals' and teachers' perception of the actual degree of teacher participation on every decision item pertaining to pupil personnel. Civil status (.001) and population of the locality (.01) were also associated with perception on (1) the establishment of regulations concerning student behavior in school. Population of the locality (.05) was also associated with perception on (2) the establishment of methods to be used in evaluating students. Teaching level (.05) was also associated with perception on (3) the decision on the method to be used in grouping students.

Principals' and teachers' perception of the preferred degree of teacher participation pertaining to pupil personnel

TABLE XVI

PERCEPTIONS OF THE ACTUAL AND PREFERRED DEGREES OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO PUPIL PERSONNEL BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax Actual			Dmax Preferred			
			(1) 8	(2) 11	(3) 25	(1) 8	(2) 11	(3) 25	
Sex	304	0.099	0.069	0.062	0.095	0.085	0.068	0.045	
Male									
Female									
Age(in years)									
0-29	382	0.110 (1&2) ^d	0.057	0.034	0.037	0.063	0.075	0.054	
30-39	208								0.118 (1&3)
40 +	200								
Civil Status	652	0.126	0.188 ^c	0.069	0.072	0.037	0.080	0.093	
Lay	138								
Religious									
Academic and Professional Preparation (in years)	421								
0-14	369	0.095	0.065	0.044	0.080	0.089	0.090	0.067	
15 +									
Teaching Exp.									
0-4	181	0.129 (1&2)	0.050	0.046	0.058	0.046	0.049	0.028	
5-10	276								0.125 (1&3)
11 +	333								
			0.036	0.028	0.058	0.055	0.042	0.068	
									0.061

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XVII

PERCEPTIONS OF THE ACTUAL AND PREFERRED DEGREES OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO PUPIL PERSONNEL BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax Actual			Dmax Preferred		
			(1) 8	(2) 11	(3) 25	(1) 8	(2) 11	(3) 25
Admin. Exp. (in years)								
0-4	29	0.311 (1&2) ^d	0.096	0.089	0.061	0.133	0.037	0.098
5-10	56	0.317 (1&3)	0.130	0.040	0.173	0.096	0.125	0.069
11 +	50	0.264 (2&3)	0.129	0.049	0.112	0.037	0.119	0.119
Teach. Level								
Elementary	451							
Secondary	339	0.098	0.037	0.096	0.098 ^a	0.060	0.073	0.091
Years in Institution								
0-3	398	0.112 (1&2)	0.028	0.033	0.049	0.042	0.027	0.058
4-6	223	0.124 (1&3)	0.059	0.038	0.048	0.060	0.062	0.042
7 +	169	0.138 (2&3)	0.083	0.029	0.021	0.049	0.090	0.046
Teachers in the school								
1-9	170	0.125 (1&2)	0.114 ^a	0.082 ^b	0.107	0.010	0.086	0.036
10-29	372	0.134 (1&3)	0.134 ^a	0.169 ^b	0.147 ^a	0.068	0.070	0.028
30 +	248	0.111 (2&3)	0.044	0.087	0.040	0.068	0.095	0.065
Locale pop.								
1- 9999	404	0.141 (1&2)	0.150 ^a	0.065	0.082	0.079	0.027	0.032
10000-29999	100	0.105 (1&3)	0.139 ^b	0.124 ^a	0.073	0.041	0.041	0.036
30000 +	286	0.158 (2&3)	0.035	0.167 ^a	0.077	0.096	0.042	0.068

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

was not associated significantly with any of the variables listed.

Discussion. Concerning pupil personnel, significant differences in perception of the actual degree of teacher participation, and a tendency towards congruent views on the preferred degree of teacher participation seem to point out a problem in communication between principals and teachers. This is further supported by the fact that significant differences were observed in the perception of principals and teachers due, mainly, to number of teachers in the school and population of the locality. Size can be a hindrance to good communication.

III. DECISIONS PERTAINING TO THE TEACHER PERSONNEL IN THE SCHOOL

The First Null Hypothesis

The first null hypothesis stated that there were no significant differences between principals' and teachers' perceptions of the actual degree of teacher participation.

Findings^a. As may be seen from Table XVIII, there was a significant difference between principals' and teachers'

^aThe numbered references in the findings are to the column numbers used previously in Tables I to V. The item numbers are included for convenience and ease of reference to the questionnaire.

TABLE XVIII

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO THE TEACHER PERSONNEL
IN THE SCHOOL

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	H ₀ 1.0 Rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	26.P	37.8	34.1	25.9	2.2				
	T ₁	50.4	33.7	12.1	3.8	0.126	no		
	T ₂	46.4	36.4	11.8	5.5	0.109	no		
(2)	9.P	26.7	37.8	34.1	1.5				
	T ₁	39.7	33.0	22.0	5.3	0.130	yes	.05	+
	T ₂	37.3	27.3	30.0	5.5	0.106	no		
(3)	18.P	70.4	15.6	12.6	1.5				
	T ₁	70.3	19.0	9.0	1.7	0.034	no		
	T ₂	68.2	15.5	16.4	0.0	0.023	no		
(4)	12.P	60.0	19.3	17.8	3.0				
	T ₁	82.1	11.1	6.0	0.8	0.221	yes	.001	+
	T ₂	83.6	9.1	5.5	1.8	0.236	yes	.01	+

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived teachers as participating more than teachers perceived themselves as participating;
-indicates that principals perceived teachers as participating less than teachers perceived themselves as participating.

perceptions of the actual degree of teacher participation on two out of four decision items pertaining to the teacher personnel in the school.

There was a difference in perception on (2)^b the assignment of subject or subjects which a teacher will teach (.05) and on (4) the establishment of criteria for the evaluation of teacher competency (.001). Principals perceived teachers as participating more than teachers perceived themselves as participating.

Principals and teachers of Northwestern Quebec differed significantly on (4) the establishment of criteria for the evaluation of teacher competency (.01). Principals perceived teachers as participating more than teachers perceived themselves as participating.

The Second Null Hypothesis

The second null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

Findings. As may be seen from Table XIX, there was a significant difference between principals' and teachers'

^bThe level of statistical significance according to the Kolmogorov-Smirnov statistical test is reported in brackets immediately following each decision item for the first and second null hypotheses, and following each variable for the third null hypothesis.

TABLE XIX

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE PREFERRED DEGREE OF TEACHER
PARTICIPATION IN DECISIONS PERTAINING
TO THE TEACHER PERSONNEL IN THE SCHOOL

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 2.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	26.P	4.4	31.1	54.1	10.4				
	T ₁	1.7	19.4	63.8	15.1	0.145	yes	.05	-
	T ₂	4.5	23.6	51.8	20.0	0.096	no		
(2)	9.P	1.5	27.4	65.9	5.2				
	T ₁	1.1	13.6	60.2	25.2	0.200	yes	.001	-
	T ₂	1.8	13.6	65.5	19.1	0.139	no		
(3)	18.P	13.3	37.0	46.7	3.0				
	T ₁	3.7	23.3	67.1	6.0	0.234	yes	.001	-
	T ₂	5.5	13.6	76.4	4.5	0.313	yes	.001	-
(4)	12.P	5.2	44.4	50.4	0.0				
	T ₁	5.6	26.0	60.8	7.6	0.180	yes	.01	
	T ₂	10.9	23.6	58.2	7.3	0.151	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived that teachers should participate more than teachers perceived they should participate; - indicates that principals perceived that teachers should participate less than teachers perceived. they should participate.

perceptions of the preferred degree of teacher participation on every decision item pertaining to the teacher personnel in the school (.05 to .001). Principals perceived that teachers should participate less than teachers perceived they should participate.

Principals and teachers of Northwestern Quebec differed significantly in their perceptions of the preferred degree of teacher participation on (3) the definition of objectives for the supervision of teachers (.001). Principals perceived that teachers should participate less than teachers perceived they should participate.

The Third Null Hypothesis

The third null hypothesis stated that principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions was not related to such variables as sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

Findings. As may be seen from Tables XX and XXI, age (.01), academic and professional preparation (.01) and teaching level (.001) were associated with principals' and teachers' perception of the actual degree of teacher participation on (1) the decision of the grade level at which

TABLE XX

PERCEPTIONS OF THE ACTUAL AND PREFERRED DEGREES OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHER PERSONNEL IN THE SCHOOL BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax Actual				Preferred Dmax				
			(1) 26	(2) 9	(3) 18	(4) 12	(1) 26	(2) 9	(3) 18	(4) 12	
Sex	Male Female										
Age (in years)	0-29	0.099	0.121 ^b	0.139 ^b	0.072	0.135 ^a	0.045	0.010	0.024	0.115 ^a	
	30-39										
	40 +										
Civil Status	Lay	0.110	0.020	0.082	0.023	0.095	0.027	0.069	0.035	0.017	
	Religious										
Academic and Professional Preparation (in years)	0-14	0.126	0.116	0.205 ^c	0.017	0.133 ^a	0.066	0.106	0.117	0.063	
	15 +										
Teaching Exp. (in years)		0.095	0.122 ^b	0.139 ^c	0.087	0.123 ^b	0.040	0.056	0.031	0.163 ^c	
	0-4										
	5-10										
	11 +										

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XXI

PERCEPTIONS OF THE ACTUAL AND PREFERRED DEGREES OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHER PERSONNEL IN THE SCHOOL BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax Actual				Preferred Dmax			
			(1) 26	(2) 9	(3) 18	(4) 12	(1) 26	(2) 9	(3) 18	(4) 12
Admin. Exp. (in years)	29	0.311 (1&2) 0.317 (1&3) 0.264 (2&3) ^d	0.077	0.136	0.076	0.067	0.118	0.068	0.086	0.122
	56		0.085	0.104	0.139	0.061	0.147	0.063	0.172	0.106
	50		0.025	0.219	0.099	0.086	0.041	0.052	0.191	0.016
Teach. Level										
Elementary	451									
Secondary	339	0.098	0.142 ^c	0.165 ^c	0.048	0.078	0.059	0.077	0.083	0.080
Years in										
Institution										
0-3	398	0.112 (1&2)	0.053	0.083	0.012	0.024	0.075	0.062	0.012	0.015
4-6	223	0.124 (1&3)	0.112	0.054	0.012	0.015	0.074	0.106	0.017	0.054
7 +	169	0.138 (2&3)	0.069	0.076	0.021	0.017	0.022	0.088	0.011	0.041
Teachers in										
the School										
1-9	170	0.125 (1&2)	0.054	0.117	0.071	0.065	0.015	0.055	0.043	0.080
10-29	372	0.134 (1&3)	0.130	0.147 ^a	0.059	0.060	0.052	0.075	0.057	0.161
30 +	248	0.111 (2&3)	0.091	0.103	0.054	0.052	0.040	0.038	0.079	0.081
Locale pop.										
1- 9999	404	0.141 (1&2)	0.063	0.044	0.010	0.050	0.050	0.050	0.027	0.056
10000-29999	100	0.105 (1&3)	0.042	0.039	0.066	0.059	0.050	0.060	0.043	0.072
30000 +	286	0.158 (2&3)	0.056	0.043	0.065	0.105	0.018	0.061	0.037	0.078

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

individual teachers will teach. Age (.01), civil status (.001), academic and professional preparation (.001), teaching level (.001) and number of teachers in the school (.05) were associated with perception on (2) the assignment of the subject or subjects which a teacher will teach. Sex (.05), civil status (.05) and academic and professional preparation (.01) were associated with perception on (4) the establishment of criteria for the evaluation of teacher competency.

Sex (.05), academic and professional preparation (.001) and number of teachers in the school (.01) were associated with principals' and teachers' perception of the preferred degree of teacher participation on (4) the establishment of criteria for the evaluation of teacher competency.

Discussion. In relation to the teacher personnel in the school, the decisions pertained to supervision and distribution of tasks. Significant differences were found between principals' and teachers' perceptions of the preferred degree of teacher participation. As Quebec principals are held directly responsible for the distribution of tasks and evaluation of teacher performance, the problem is thus one of administrative and supervisory style somewhat hindered by bureaucratic requirements. The differences point out teacher attempts (or militancy) to share the afore-

mentioned functions with the administration and thus move forward on the continuum towards greater professionalization at a more rapid pace than principals perceived them as being ready to move.

Sex, civil status, academic and professional preparation and teaching level appeared as the variables most associated with these issues. This lends credit to the idea that the stronger supporters for greater participation in decisions pertaining to the teacher personnel in the school are lay, male and secondary school teachers with more formal education.

IV. DECISIONS PERTAINING TO THE TEACHING PROFESSION

The First Null Hypothesis

The first null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the actual degree of teacher participation.

Findings^a. As may be seen from Table XXII, there was a significant difference between principals' and teachers' perceptions of the actual degree of teacher participation on

^aThe numbered references in the findings are to the column numbers used previously in Tables I to V. The item numbers are included for convenience and ease of reference to the questionnaire.

TABLE XXII

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO THE TEACHING PROFESSION

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	33.P	84.4	11.1	3.0	1.5				
	T ₁	91.0	5.2	3.4	0.5	0.065	no		
	T ₂	85.5	8.2	6.4	0.0	0.019	no		
(2)	5.P	79.3	11.1	8.9	0.7				
	T ₁	81.7	10.4	7.3	0.6	0.024	no		
	T ₂	83.6	9.1	5.5	1.8	0.044	no		
(3)	30.P	77.8	11.9	8.9	1.5				
	T ₁	77.7	15.9	4.3	2.1	0.040	no		
	T ₂	70.0	20.0	5.5	4.5	0.078	no		
(4)	34.P	79.3	15.6	4.4	0.7				
	T ₁	85.0	10.1	3.5	1.4	0.058	no		
	T ₂	79.1	8.2	7.3	5.5	0.075	no		
(5)	35.P	74.1	17.8	5.2	3.0				
	T ₁	74.2	16.8	6.1	2.9	0.009	no		
	T ₂	68.2	19.1	8.2	4.5	0.059	no		
(6)	14.P	59.3	25.2	7.4	8.1				
	T ₁	69.8	20.0	5.3	4.9	0.105	no		
	T ₂	69.1	19.1	5.5	6.4	0.098	no		
(7)	22.P	47.4	18.5	15.6	18.5				
	T ₁	64.6	17.6	9.6	8.2	0.172	yes	.01	+
	T ₂	61.8	20.9	7.3	10.0	0.168	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived teachers as participating more than teachers perceived themselves as participating;
-indicates that principals perceived teachers as participating less than teachers perceived themselves as participating.

only one out of seven decision items pertaining to the teaching profession.

There was a significant difference in perception on (7)^b the drawing up of a code of ethics to which teachers must adhere (.01). Principals perceived teachers as participating more than teachers perceived themselves as participating.

Principals and teachers of Northwestern Quebec did not differ significantly in their perceptions of the actual degree of teacher participation in decisions pertaining to the teaching profession.

The Second Null Hypothesis

The second null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

Findings. As may be seen from Table XXIII, there was a significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation on five out of seven decision items pertaining to the teaching profession.

There was no difference in perception on (6) the

^bThe level of statistical significance according to the Kolmogorov-Smirnov statistical test is reported in brackets immediately following each decision item for the first and second null hypothesis, and following each variable for the third null hypothesis.

TABLE XXIII

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION
IN DECISIONS PERTAINING TO THE TEACHING PROFESSION

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	33.P	20.0	38.5	38.5	3.0				
	T ₁	12.8	24.7	46.6	15.9	0.210	yes	.001	-
	T ₂	15.5	21.8	48.2	14.5	0.212	yes	.01	-
(2)	5.P	22.2	38.5	36.3	3.0				
	T ₁	6.7	23.5	60.6	9.2	0.305	yes	.001	-
	T ₂	10.0	27.3	52.7	10.0	0.235	yes	.01	-
(3)	30.P	3.0	46.7	44.4	5.9				
	T ₁	2.4	26.3	56.9	14.4	0.209	yes	.001	-
	T ₂	3.6	28.2	53.6	14.5	0.178	yes	.01	-
(4)	34.P	8.9	48.1	39.3	3.7				
	T ₁	2.6	24.0	62.1	11.3	0.305	yes	.001	-
	T ₂	2.7	24.5	60.0	12.7	0.298	yes	.001	-
(5)	35.P	7.4	39.3	48.9	4.4				
	T ₁	1.4	19.5	59.2	19.8	0.258	yes	.001	-
	T ₂	0.0	28.2	49.1	22.7	0.185	yes	.05	-
(6)	14.P	4.4	29.6	53.3	12.6				
	T ₁	2.6	24.0	57.6	15.9	0.075	no		
	T ₂	2.7	21.8	55.5	20.0	0.095	no		
(7)	22.P	9.6	19.3	48.2	23.0				
	T ₁	3.5	17.9	52.1	26.6	0.075	no		
	T ₂	5.5	16.4	52.7	25.5	0.071	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived that teachers should participate more than teachers perceived they should participate; -indicates that principals perceived that teachers should participate less than teachers perceived they should participate.

determination of priorities in the retraining of teachers and on (7) the drawing up of a code of ethics to which teachers must adhere. On all other decision items, principals perceived that teachers should participate less than teachers perceived they should participate.

Principals and teachers of Northwestern Quebec differed significantly in their perceptions of the preferred degree of teacher participation on the same five decision items. Principals perceived that teachers should participate less than teachers perceived they should participate.

The Third Null Hypothesis

The third null hypothesis stated that principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions was not related to such variables as sex, age, civil status, academic and professional preparation, teaching and administrative experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

Findings. As may be seen from Tables XXIV and XXV, sex (.001) and population of the locality (.01) were associated with principals' and teachers' perception of the actual degree of teacher participation on (6) the determination of priorities in the retraining of teachers. Academic and professional preparation (.001) were associated

TABLE XXIV

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHING PROFESSION BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 33	(2) 5	(3) 30	(4) 34	(5) 35	(6) 14	(7) 22
Sex Male Female	304 486	0.099	0.076	0.086	0.023	0.021	0.045	0.184 ^c	0.068
Age (in years) 0-29 30-39 40 +	382 208 200	0.110 (1&2) ^d 0.118 (1&3) 0.136 (2&3)	0.024 0.013 0.016	0.022 0.036 0.037	0.013 0.020 0.011	0.013 0.010 0.022	0.024 0.060 0.036	0.018 0.060 0.042	0.102 0.052 0.093
Civil Status Lay Religious	652 138	0.126	0.017	0.041	0.037	0.019	0.059	0.014	0.092
Academic and Professional Preparation (in years) 0-14 15 +	421 369	0.095	0.024	0.040	0.016	0.052	0.065	0.036	0.145 ^c
Teaching Exp. (in years) 0-4 5-10 11 +	181 276 333	0.129 (1&2) 0.125 (1&3) 0.110 (2&3)	0.032 0.031 0.018	0.031 0.067 0.036	0.026 0.011 0.016	0.025 0.009 0.024	0.027 0.102 0.078	0.044 0.050 0.093	0.088 0.102 0.029

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XXV

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHING PROFESSION BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 33	(2) 5	(3) 30	(4) 34	(5) 35	(6) 14	(7) 22
Admin. Exp. (in years)	29	0.311 (1&2) ^d 0.317 (1&3) 0.264 (2&3)	0.023	0.078	0.119	0.097	0.078	0.073	0.171
	56		0.040	0.190	0.076	0.080	0.140	0.097	0.072
	50		0.040	0.112	0.066	0.026	0.069	0.066	0.186
Teach. Level Elementary Secondary	451	0.098	0.029	0.023	0.010	0.035	0.052	0.040	0.077
	339								
Years in Institution	398	0.112 (1&2) 0.124 (1&3) 0.138 (2&3)	0.026	0.019	0.012	0.029	0.064	0.023	0.073
	223		0.040	0.009	0.075	0.012	0.013	0.045	0.057
	169		0.032	0.028	0.063	0.032	0.067	0.022	0.066
Teachers in the school	170	0.125 (1&2) 0.134 (1&3) 0.111 (2&3)	0.038	0.064	0.040	0.013	0.060	0.102	0.057
	372		0.078	0.021	0.032	0.039	0.040	0.126	0.035
	248		0.040	0.082	0.026	0.044	0.041	0.040	0.087
Locale pop. 1 - 9999 10000 - 29999 30000 +	404	0.141 (1&2) 0.105 (1&3) 0.158 (2&3)	0.036	0.056	0.020	0.049	0.062	0.041 ^b	0.035
	100		0.007	0.040	0.068	0.058	0.042	0.137 ^b	0.072
	286		0.029	0.081	0.048	0.058	0.052	0.126	0.061

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

with perception on (7) the drawing up of a code of ethics to which teachers must adhere.

As may be seen from Tables XXVI and XXVII, sex (.001), age (.05), civil status (.05), academic and professional preparation (.05), teaching level (.05) and number of teachers in the school (.001) were associated with perception of the preferred degree of teacher participation on (1) the determination of the minimum requirements for entry into the teaching profession. Sex (.05), academic and professional preparation (.05), teaching level (.05) and number of teachers in the school (.01) were associated with perception on (2) the evaluation of teachers' professional qualifications. Age (.01) and academic and professional preparation (.05) were associated with perception on (4) the selection of subjects to be included in teacher training programs. Age (.001), civil status (.05), teaching experience (.05) and number of teachers in the school (.05) were associated with perception on (5) the determination of the subject matter to be taught. Sex (.001) was associated with perception on (6) the determination of priorities in the retraining of teachers. Academic and professional preparation (.001), teaching level (.01), number of teachers in the school (.05) and population of the locality (.01) were associated with perception of the preferred degree of teacher participation on (7) the drawing up of a code of ethics to

TABLE XXVI

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHING PROFESSION BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 33	(2) 5	(3) 30	(4) 34	(5) 35	(6) 14	(7) 22
Sex	Male Female								
Age (in yrs.)	0-29		0.193 ^c	0.106 ^a	0.059	0.093	0.050	0.156 ^c	0.068
	30-39		0.012	0.031	0.046	0.038 ^b	0.074	0.069	0.060
	40 +		0.128 ^a	0.085	0.059	0.150 ^b	0.189 ^c	0.026	0.066
			0.140 ^a	0.063	0.034	0.112	0.115	0.058	0.054
Civil Status									
Lay	652								
Religious	138	0.126	0.134 ^a	0.053	0.057	0.089	0.132 ^a	0.075	0.060
Academic and Professional Preparation (in years)									
0-14	421								
15 +	369	0.095	0.106 ^a	0.096 ^a	0.067	0.106 ^a	0.069	0.064	0.144 ^c
Teaching Exp. (in years)									
0-4	181								
5-10	276								
11 +	333								

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XXVII

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN DECISIONS PERTAINING TO THE TEACHING PROFESSION BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax						
			(1) 33	(2) 5	(3) 30	(4) 34	(5) 35	(6) 14	(7) 22
Admin. Exp. (in years)	29	0.311 (1&2) ^d	0.159	0.073	0.051	0.281	0.191	0.058	0.067
	56	0.317 (1&3)	0.192	0.088	0.049	0.201	0.115	0.077	0.044
	50	0.264 (2&3)	0.033	0.046	0.082	0.081	0.076	0.091	0.052
Teach. Level	451								
Elementary	339	0.098	0.137 ^b	0.109 ^a	0.044	0.082	0.016	0.062	0.123 ^b
Secondary									
Years in									
Institution									
0-3	398	0.112 (1&2)	0.063	0.030	0.037	0.069	0.072	0.032	0.067
4-6	223	0.124 (1&3)	0.055	0.035	0.041	0.071	0.065	0.071	0.044
7 +	169	0.138 (2&3)	0.097	0.029	0.023	0.052	0.098	0.067	0.052
Teachers in									
the school									
1-9	170	0.125 (1&2)	0.121 ^c	0.087 ^b	0.077	0.105	0.131 ^a	0.046	0.065
10-29	372	0.134 (1&3)	0.213 ^c	0.183 ^b	0.112	0.030	0.083	0.044	0.148 ^a
30 +	248	0.111 (2&3)	0.091	0.095	0.035	0.075	0.048	0.048	0.099
Locale pop.									
1- 9999	404	0.141 (1&2)	0.048	0.061	0.022	0.071	0.056	0.065	0.022 ^b
10000-29999	100	0.105 (1&3)	0.057	0.080	0.054	0.043	0.044	0.029	0.126 ^b
30000 +	286	0.158 (2&3)	0.034	0.040	0.040	0.072	0.056	0.078	0.119

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

which teachers must adhere.

Discussion. With regard to the teaching profession, the findings tend to support Archambault's study which indicated a desire on the part of teachers to participate more in policy development than administrators thought. As in decisions pertaining to the teacher personnel in the school, principals perceived teachers to be less ready to take on responsibilities such as would indicate a move on their part towards greater professionalization.

Sex, age, civil status, academic and professional preparation, number of teachers in the school and population of the locality appear as the variables most associated with principals' and teachers' perceptions of the preferred degree of teacher participation in decisions pertaining to the teaching profession. This points out that the stronger supporters for greater participation are likely found among younger, male and lay teachers with more formal education and teaching in larger centers.

V. ORGANIZATIONAL DECISIONS

The First Null Hypothesis

The first null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the actual degree of teacher participation.

Findings^a. As may be seen from Table XXVIII, there was a significant difference between principals' and teachers' perceptions of the actual degree of teacher participation on only one out of nine decision items pertaining to organizational decisions.

There was a significant difference in perception on (9)^b the establishment of educational specifications for new school buildings (.01). Principals perceived teachers as participating more than teachers perceived themselves as participating.

Principals and teachers of Northwestern Quebec did not differ significantly in their perceptions of the actual degree of teacher participation in decisions pertaining to organization.

The Second Null Hypothesis

The second null hypothesis stated that there was no significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation.

^aThe numbered references in the findings are to the column numbers used previously in Tables I to V. The item numbers are included for convenience and ease of reference to the questionnaire.

^bThe level of statistical significance according to the Kolmogorov-Smirnov statistical test is reported in brackets immediately following each decision item for the first and second null hypotheses, and following each variable for the third null hypothesis.

TABLE XXVIII

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE ACTUAL DEGREE OF TEACHER PARTICIPATION
IN ORGANIZATIONAL DECISIONS

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	28.P	74.8	18.5	3.7	3.0				
	T ₁	73.9	17.6	6.4	2.1	0.019	no		
	T ₂	74.5	9.1	12.7	3.6	0.097	no		
(2)	19.P	50.5	27.3	18.5	3.7				
	T ₁	49.6	26.7	14.5	9.2	0.055	no		
	T ₂	50.0	26.4	16.4	7.3	0.036	no		
(3)	32.P	50.4	28.9	17.8	3.0				
	T ₁	41.8	33.6	17.7	6.9	0.085	no		
	T ₂	41.8	35.5	10.9	11.8	0.089	no		
(4)	27.P	84.4	8.9	6.7	0.0				
	T ₁	84.6	8.2	6.3	0.9	0.009	no		
	T ₂	87.3	7.3	4.5	0.9	0.028	no		
(5)	23.P	91.1	8.1	0.7	0.0				
	T ₁	85.8	11.3	2.4	0.5	0.053	no		
	T ₂	80.9	15.5	2.7	0.9	0.102	no		
(6)	21.P	65.9	17.0	14.8	2.2				
	T ₁	78.2	8.7	12.1	1.1	0.122	no		
	T ₂	72.7	11.8	13.6	1.8	0.068	no		
(7)	10.P	71.9	0.6	17.8	0.7				
	T ₁	77.7	12.2	8.4	1.7	0.084	no		
	T ₂	79.1	13.6	7.3	0.0	0.112	no		
(8)	16.P	35.6	20.0	41.5	3.0				
	T ₁	39.7	25.5	25.2	9.6	0.096	no		
	T ₂	49.0	21.8	16.4	12.7	0.154	no		
(9)	13.P	65.9	25.9	8.1	0.0				
	T ₁	82.9	13.6	3.5	0.0	0.170	yes	.01	+
	T ₂	80.0	16.4	3.6	0.0	0.141	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived teachers as participating more than teachers perceived themselves as participating;
-indicates that principals perceived teachers as participating less than teachers perceived themselves as participating.

Findings. As may be seen from Table XXIX, there was a significant difference between principals' and teachers' perceptions of the preferred degree of teacher participation on eight out of nine decision items pertaining to organizational decisions.

There was no difference in perception on (9) the establishment of educational specifications for new school buildings. On all other decision items, principals perceived that teachers should participate less than teachers perceived they should participate.

Principals and teachers of Northwestern Quebec differed significantly in their perceptions of the preferred degree of teacher participation on seven out of nine decision items pertaining to organizational decisions. Principals perceived that teachers should participate less than teachers perceived they should participate. They did not differ in their perceptions on (2) the determination of the program content for teacher workshops, and (9) the establishment of educational specifications for new school buildings.

The Third Null Hypothesis

The third null hypothesis stated that principals' and teachers' perception of the actual and preferred degree of teacher participation in a number of decisions was not related to such variables as sex, age, civil status, academic and professional preparation, teaching and administrative

TABLE XXIX

PERCEPTIONS OF PRINCIPALS (P) AND TEACHERS (T₁), AND
OF PRINCIPALS (P) AND NORTHWESTERN QUEBEC TEACHERS
(T₂), OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION
IN ORGANIZATIONAL DECISIONS

Col. No.	Item No.	Frequency of Degree of Responses by Percentages				D ^a	Ho 1.0 rejd.	Level of Sign.	Dir- ect- ion ^b
		1	2	3	4				
(1)	28.P	5.9	43.7	47.4	3.0				
	T ₁	2.0	27.5	59.2	11.3	0.202	yes	.001	-
	T ₂	3.6	25.5	58.2	12.7	0.205	yes	.05	-
(2)	19.P	2.2	29.6	63.0	5.2				
	T ₁	1.2	19.5	60.9	18.3	0.131	yes	.05	-
	T ₂	1.8	13.6	68.2	16.4	0.164	no		
(3)	32.P	3.0	31.9	60.7	4.4				
	T ₁	0.8	15.7	65.8	17.7	0.183	yes	.001	-
	T ₂	0.9	18.2	55.5	25.5	0.210	yes	.01	-
(4)	27.P	14.8	49.6	34.1	1.5				
	T ₁	4.3	29.6	59.1	7.0	0.306	yes	.001	-
	T ₂	10.9	27.3	52.7	9.1	0.263	yes	.001	-
(5)	23.P	10.4	41.5	44.4	3.7				
	T ₁	3.4	30.4	59.8	6.4	0.181	yes	.01	-
	T ₂	3.6	27.3	58.2	10.9	0.209	yes	.05	-
(6)	21.P	9.6	36.3	49.6	4.4				
	T ₁	2.9	18.0	70.5	8.5	0.250	yes	.001	-
	T ₂	5.5	10.9	66.4	17.3	0.296	yes	.001	-
(7)	10.P	14.8	31.9	50.4	3.0				
	T ₁	2.6	23.4	66.4	7.6	0.207	yes	.001	-
	T ₂	3.6	24.5	67.3	4.5	0.185	yes	.05	-
(8)	16.P	8.9	21.5	63.0	6.7				
	T ₁	1.5	15.4	63.5	19.6	0.134	yes	.05	-
	T ₂	2.7	15.5	56.4	25.5	0.188	yes	.05	-
(9)	13.P	6.7	52.6	38.5	2.2				
	T ₁	4.1	45.3	47.5	3.1	0.098	no		
	T ₂	5.5	44.5	49.1	0.9	0.093	no		

^aThe critical value of Dmax at the .05 level of statistical significance for sample T₁ is 0.128; the critical value of Dmax at the .05 level of statistical significance for sample T₂ is 0.175.

^b+indicates that principals perceived that teachers should participate more than teachers perceived they should participate;
-indicates that principals perceived that teachers should participate less than teachers perceived they should participate.

experience, grade level taught in the school, length of time in the present school, number of teachers in the school, and population of the locality where the school is situated.

Findings. As may be seen from Tables XXX and XXXI, academic and professional preparation (.01) and population of the locality (.05) were associated with principals' and teachers' perception of the actual degree of teacher participation in organizational decisions on (2) the determination of program content for teacher workshops. Academic and professional preparation (.05), teaching level (.05) and number of teachers in the school (.05) were associated with perception on (3) the determination of formal structures to be established in the school. Sex (.05) and teaching level (.01) were associated with perception on (6) the determination of the number of periods one should teach per week. Number of teachers in the school (.05) and population of the locality (.01) were associated with perception on (7) the determination of the length of teaching periods. Sex, civil status, academic and professional preparation, teaching level, number of teachers in the school and population of the locality were associated with perception at the .001 level of statistical significance on (8) the drawing up of timetables for the school. Sex (.001), civil status (.001), teaching level (.001) and

TABLE XXX

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHERS PARTICIPATION IN ORGANIZATIONAL DECISIONS BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax								
			(1) 28	(2) 19	(3) 32	(4) 27	(5) 23	(6) 21	(7) 10	(8) 16	(9) 13
Sex	304	0.099	0.011	0.076	0.089	0.004	0.030	0.103 ^a	0.055	0.197 ^c	0.231
Male	486										
Female											
Age (in yrs.)		0.110 0.118 0.136	(1&2) (1&3) (2&3)	0.040	0.007	0.088	0.022	0.019	0.018	0.031	0.043
0-29	382										
30-39	208										
40 +	200										
Civil Status		0.126		0.042	0.032	0.086	0.019	0.006	0.061	0.106	0.287 ^c
Lay	652										
Religious	138										
Academic and Professional Preparation (in years)		0.095	0.008	0.135 ^b	0.103 ^a	0.020	0.025	0.075	0.023	0.191 ^c	0.143 ^c
0-14	421										
15 +	369										
Teaching Exp. (in years)		0.129 0.125 0.110	(1&2) (1&3) (2&3)	0.033	0.031	0.068	0.060	0.030	0.043	0.033	0.080
0-4	181										
5-10	276										
11 +	333										

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XXXI

PERCEPTIONS OF THE ACTUAL DEGREE OF TEACHERS PARTICIPATION IN ORGANIZATIONAL DECISIONS
BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT
INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax								
			(1) 28	(2) 29	(3) 32	(4) 27	(5) 23	(6) 21	(7) 10	(8) 16	(9) 13
Admin. Exp. (in years)	29	0.311 0.317 0.264 (1&2) ^d (1&3) (2&3)	0.125	0.113	0.035	0.134	0.020	0.041	0.146	0.092	0.081
	56		0.056	0.166	0.068	0.120	0.031	0.119	0.194	0.141	0.106
	11 +		0.085	0.196	0.044	0.066	0.018	0.113	0.074	0.109	0.086
Teach. Level	451	0.098	0.036	0.081	0.099 ^a	0.007	0.020	0.118 ^b	0.062	0.174 ^c	0.208 ^c
Elementary	339										
Secondary											
Years in											
Institution											
0-3	398	0.112	0.011	0.066	0.055	0.032	0.020	0.015	0.012	0.053	0.035
4-6	223	0.124	0.029	0.108	0.054	0.058	0.004	0.084	0.034	0.076	0.032
7 +	169	0.138	0.031	0.030	0.046	0.036	0.024	0.069	0.032	0.044	0.051
Teachers in											
the school											
1-9	170	0.125	0.028	0.045	0.041	0.026	0.028	0.029	0.079	0.216 ^c	0.022
10-29	372	0.134	0.069	0.109	0.135 ^a	0.018	0.027	0.040	0.134 ^a	0.351 ^c	0.135 ^a
30 +	248	0.111	0.029	0.095	0.059	0.028	0.022	0.066	0.065	0.171 ^c	0.113 ^a
Locale pop.											
1- 9999	404	0.141	0.048	0.053	0.025	0.019	0.031	0.056	0.150 ^a	0.206 ^b	0.016
10000-29999	100	0.105	0.034	0.106 ^a	0.089	0.050	0.016	0.071	0.132 ^b	0.159 ^c	0.050
30000 +	286	0.158	0.072	0.158 ^a	0.065	0.069	0.031	0.031	0.041	0.069	0.053

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

number of teachers in the school (.05) were also associated with perception on (9) the establishment of educational specifications for new school buildings.

As may be seen from Tables XXXII and XXXIII, sex (.05), academic and professional preparation (.01), teaching experience (.05), teaching level (.001), number of years in the present institution (.05) and number of teachers in the school (.001) were associated with perception of the preferred degree of teacher participation on (2) the determination of program content for teacher workshops. Teaching level (.05) and number of years in the present institution (.01) were associated with perception on (6) the determination of the number of periods one should teach per week. Sex (.05), age (.05), academic and professional preparation (.001), teaching experience (.05), teaching level (.05) and number of teachers in the school (.001) were associated with perception on (8) the drawing up of timetables for the school. Sex (.05), academic and professional preparation (.05), teaching experience (.05) and teaching level (.05) were associated with perception on (9) the establishment of educational specifications for new school buildings.

Discussion. It is often assumed that a number of organizational decisions need be made solely by the administration. The findings do not support this assumption

TABLE XXXII

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN ORGANIZATIONAL DECISIONS BY SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION AND TEACHING EXPERIENCE

Variables	N	Critical Value of D at .05 level	Dmax								
			(1) 28	(2) 19	(3) 32	(4) 27	(5) 23	(6) 21	(7) 10	(8) 16	(9) 13
Sex Male	304	0.099	0.027	0.101 ^a	0.053	0.049	0.038	0.079	0.058	0.110 ^a	0.109 ^a
Female	486										
Age (in yrs.) 0-29	382										
30-39	208										
40 +	200	0.110 (1&2) ^d	0.039	0.040	0.027	0.018	0.033	0.032	0.058	0.038	0.029
Civil Status Lay	652	0.118 (1&3)	0.028	0.104	0.055	0.081	0.087	0.082	0.046	0.135 ^a	0.084
	138	0.136 (2&3)	0.011	0.069	0.058	0.075	0.094	0.057	0.083	0.107	0.059
Religious		0.126	0.075	0.063	0.082	0.020	0.054	0.030	0.039	0.061	0.031
Academic and Professional Preparation (in years)											
0-14	421	0.095	0.058	0.125 ^b	0.086	0.017	0.061	0.076	0.047	0.137 ^c	0.110 ^a
15 +	369										
Teaching Exp. (in years)											
0-4	181	0.129 (1&2)	0.011	0.019	0.074	0.056	0.050	0.037	0.014	0.109	0.073
5-10	276	0.125 (1&3)	0.028	0.095	0.032	0.039	0.024	0.099	0.029	0.026	0.040
11 +	333	0.110 (2&3)	0.017	0.114 ^a	0.058	0.063	0.073	0.099	0.022	0.115 ^a	0.114 ^a

^aStatistically significant at the .05 level.

^bStatistically significant at the .01 level.

^cStatistically significant at the .001 level.

^dBracketed figures indicate a comparison between groups under the specific heading.

TABLE XXXIII

PERCEPTIONS OF THE PREFERRED DEGREE OF TEACHER PARTICIPATION IN ORGANIZATIONAL DECISIONS BY ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL AND POPULATION OF THE LOCALITY

Variables	N	Critical Value of D at .05 level	Dmax								
			(1) 28	(2) 19	(3) 32	(4) 27	(5) 23	(6) 21	(7) 10	(8) 16	(9) 13
Admin. Exp. (in years)											
	0-4	29	0.175	0.033	0.169	0.101	0.155	0.085	0.034	0.151	0.161
	5-10	56	0.060	0.124	0.099	0.070	0.295	0.121	0.062	0.063	0.023
Teach. Level Elementary Secondary	11 +	50	0.149	0.132	0.071	0.149	0.140	0.069	0.093	0.153	0.139
	451										
	339	0.098	0.049	0.175 ^c	0.090	0.034	0.030	0.100 ^a	0.077	0.107 ^a	0.105 ^a
Years in Institution											
	0-3	398	0.022	0.062	0.061	0.049	0.093	0.066	0.050	0.054	0.034
	4-6	223	0.042	0.096	0.089	0.072	0.028	0.109	0.044	0.047	0.031
Teachers in the school	7 +	169	0.038	0.158 ^a	0.038	0.121	0.118	0.171	0.074	0.083	0.017
Locale pop.											
	1-9	170	0.035	0.062	0.065	0.069	0.020	0.091	0.033	0.124	0.045
	10-29	372	0.080	0.197 ^c	0.123	0.077	0.024	0.130	0.046	0.197 ^c	0.091
30000 - +	30 +	248	0.046	0.134 ^b	0.058	0.035	0.035	0.039	0.030	0.073	0.077
100000 - 299999											
300000 - +											

^aStatistically significant at the .05 level.
^bStatistically significant at the .01 level.
^cStatistically significant at the .001 level.
^dBracketed figures indicate a comparison between groups under the specific heading.

as pertaining to the vast majority of decisions listed here in this area. It appears clearly that principals perceived that teacher participation in organizational decisions should be at a lower level than teachers want it to be

Sex, academic and professional preparation, teaching level, teaching experience and number of teachers in the school, mainly, were associated with perception of teacher participation in organizational decisions. This points out that the stronger supporters for greater participation are likely found among male teachers at the secondary level, with more teaching experience, and in larger schools.

Conclusion

Principals and teachers tended not to differ in their perceptions of the actual degree of teacher participation, and to differ on most decision items with regard to the preferred degree of teacher participation. This tends to support Carson's findings that teachers desire more involvement in educational decision-making. It also tends to support Archambault's findings where principals believed that teachers should participate at a lower level in school policy development and program policies.

Differences in perception are as much a function of the extent of teacher participation as it is perceived to

exist with regard to specific decisions, or of the type of administrator and teacher relationships, as they are a function of related variables such as sex, age and others as mentioned in the preceding pages.

CHAPTER V

SUMMARY, CONCLUSION AND OBSERVATIONS

I. SUMMARY

The Problem

The purpose of this study was to compare principals' perception of the actual and preferred degree of teacher participation with teachers' actual and preferred degree of participation in a number of decisions pertaining to elementary and secondary school curriculum, pupil personnel, the teacher personnel in the school, the teaching profession and organizational problems.

The Sample

The sample consisted of one hundred and thirty-five principals, members of L'Association des Principaux d'écoles du Nord-Ouest Québécois, and a random sample of six hundred and fifty-five teachers, members of la Corporation des Enseignants du Québec. Of this group of teachers, a third sample was obtained consisting of one hundred and ten teachers from Northwestern Quebec.

The Instruments

The instruments used in this study were the Teacher's Participation Questionnaire and a background information questionnaire constructed by Massé.

Collection of Data

Principals were sent individual questionnaires by mail with a self-addressed return envelope. Each questionnaire had a code number, and three reminders were sent to those who had failed to return the questionnaires. Teachers' responses were obtained from Massé.

Analysis

The Kolmogorov-Smirnov two-sample test was used in this study to test all three null hypotheses. The decision items were grouped into five categories relating to elementary and secondary school curriculum, pupil personnel, the teacher personnel in the school, the teaching profession and organizational decisions.

Results

The results of the investigations, summarized in Tables XXXIV, XXXV and XXXVI, are as follows:

Principals' and teachers' perceptions of the actual degree of teacher participation. There is evidence that, as pertaining to elementary and secondary school curriculum, principals and teachers differed significantly in their perceptions on three items out of seven. They differed on (3) the introduction of new teaching methods, (4) choice of new instructional methods which teachers should use, and (5) the development of tests or exams to evaluate student progress. Principals and teachers of Northwestern Quebec did

TABLE XXXIV

NUMBER OF DECISION ITEMS ON WHICH SIGNIFICANT DIFFERENCES
IN PERCEPTION WERE OBSERVED BETWEEN PRINCIPALS AND
TEACHERS AND BETWEEN PRINCIPALS AND NORTHWESTERN
QUEBEC TEACHERS OF THE ACTUAL AND OF THE
PREFERRED DEGREE OF TEACHER PARTICIPATION
BY DECISIONS PERTAINING TO ELEMENTARY AND
SECONDARY SCHOOL CURRICULUM, PUPIL
PERSONNEL, TEACHER PERSONNEL,
TEACHING PROFESSION AND
ORGANIZATIONAL PROBLEMS

Decisions Pertaining to	Number of Decision Items	No. of Significant Differences Observed			
		Principals and Teachers		Principals and N'W Teachers	
		Actual	Pref.	Actual	Pref.
Elementary and secondary curriculum	7	3	6	0	3
Pupil personnel	3	3	0	1	0
Teacher personnel	4	2	4	1	1
Teaching profession	7	1	5	0	5
Organizational problems	9	1	8	0	7
Total	30	10	23	2	16

TABLE XXXV

NUMBER OF DECISION ITEMS ON WHICH SIGNIFICANT DIFFERENCES IN PERCEPTION WERE OBSERVED IN RELATION TO SEX, AGE, CIVIL STATUS, ACADEMIC AND PROFESSIONAL PREPARATION, AND TEACHING EXPERIENCE

Decisions Pertaining to	No. of Decision Items	Sex		Age		Civil Status		Acad. & Prof. Prep.		Teaching Experience	
		A ^a	P ^b	A	P	A	P	A	P	A	P
Elementary and secondary curriculum	7	3	0	0	4	1	2	2	0	0	0
Pupil personnel	3	0	0	0	0	1	0	0	0	0	0
Teacher personnel	4	3	1	0	0	2	0	3	1	0	0
Teaching profession	7	1	3	0	3	0	2	1	4	0	0
Organizational problems	9	2	3	0	1	1	0	4	3	0	3
Total	30	9	7	0	8	5	4	10	8	0	3

^aA = Actual

^bP = Preferred

TABLE XXXVI

NUMBER OF DECISION ITEMS ON WHICH SIGNIFICANT DIFFERENCES IN PERCEPTION WERE OBSERVED IN RELATION TO ADMINISTRATIVE EXPERIENCE, TEACHING LEVEL, NUMBER OF YEARS IN THE PRESENT INSTITUTION, NUMBER OF TEACHERS IN THE SCHOOL, AND POPULATION OF THE LOCALITY

Decisions Pertaining to	No. of Decision Items	Admin.exper.		Teaching level		No.of years in inst'n		No. of T'thrs in school		Pop.. of locality	
		P ^b		A		A		A		A	
		A ^a	P	A	P	A	P	A	P	A	P
Elementary and secondary curriculum	7	0	1	2	0	0	0	2	0	1	0
Pupil personnel	3	0	0	1	0	0	0	3	0	2	0
Teacher personnel	4	0	0	2	0	0	0	1	1	0	0
Teaching profession	7	0	0	0	3	0	0	0	4	1	1
Organizational problems	9	0	0	4	4	0	2	4	2	3	0
Total	30	0	1	9	7	0	2	10	7	7	1

^aA = Actual
^bP = Preferred

not differ on decisions pertaining to curriculum.

In relation to pupil personnel there is evidence that principals and teachers differed significantly on all three decision items listed. Principals and teachers of Northwestern Quebec differed on one decision item:

(1) the establishment of regulations concerning student behavior.

With regard to the teacher personnel in the school, there is evidence that principals and teachers differed in their perceptions on two decision items out of four. They differed on (4) the establishment of criteria for the evaluation of teacher competency, (2) the assignment of subject or subjects which a teacher will teach and (4) the establishment of criteria for the evaluation of teacher competency. Principals and teachers of Northwestern Quebec also differed in their perceptions on (4) the establishment of criteria for the evaluation of teacher competency.

Concerning the teaching profession, there is evidence that principals and teachers differed in their perceptions on one decision item out of seven. They differed on (7) the drawing up of a code of ethics to which teachers must adhere. Principals and Northwestern Quebec teachers did not differ significantly in decisions pertaining to the teaching profession.

As pertaining to organizational decisions, there is

evidence that teachers differed significantly on one decision item out of nine. They differed on (9) the establishment of educational specifications for new school buildings. Principals and teachers of Northwestern Quebec did not differ significantly in decisions pertaining to organizational problems.

Principals' and teachers' perceptions of the preferred degree of teacher participation. There is evidence that, as pertaining to elementary and secondary school curriculum, principals and teachers differed significantly in their perception on six out of seven decision items. They did not differ significantly on (3) the introduction of new teaching methods. Principals and teachers of Northwestern Quebec differed significantly on (1) the establishment of broad outlines for instructional programs, (5) the development of tests or examinations to evaluate student progress and (6) the selection of textbooks.

In relation to pupil personnel, there is evidence that principals and teachers did not differ significantly in their perceptions.

With regard to the teacher personnel in the school, there is evidence that principals and teachers differed significantly on every decision item. Principals and teachers of Northwestern Quebec differed significantly on (3) the definition of objectives for the supervision of teachers.

Concerning the teaching profession, there is evidence that principals and teachers differed significantly in their perceptions on five out of seven decision items. They did not differ on (6) the determination of priorities in the retraining of teachers and (7) the drawing up of a code of ethics to which teachers must adhere. Principals and teachers of Northwestern Quebec differed significantly in their perceptions on the same five items.

As pertaining to organizational decisions, there is evidence that principals and teachers differed significantly in their perceptions on eight out of nine decision items. They did not differ on (9) the establishment of educational specifications for new school buildings. Principals and teachers of Northwestern Quebec differed significantly in their perceptions on seven out of nine decision items. They did not differ significantly on (2) the determination of the program content for teacher workshops, and (9) the establishment of educational specifications for new school buildings.

Principals' and teachers' perception of the actual and of the preferred degree of teacher participation and related variables. There is evidence that sex, civil status, academic and professional preparation, teaching level and number of teachers in the school were associated with principals' and teachers' perception of a number of decisions. There is also evidence that age, teaching experi-

ence, number of years in the present institution, and administrative experience were associated with principals' and teachers' perception in a very limited number of decisions.

II. CONCLUSION

Principals' and teachers' perceptions of the degree of teacher participation were found to differ significantly in a number of decisions.

As pertaining to the actual degree of teacher participation, the strongest differences observed were on decisions pertaining to pupil personnel, and to a lesser extent, in decisions pertaining to teacher personnel and to elementary and secondary school curriculum. The least differences observed were in the areas of organizational decisions and decisions pertaining to the teaching profession. Principals and teachers of Northwestern Quebec differed on two decision items: one pertaining to pupil personnel, and the other to teacher personnel.

Differences between principals' and teachers' perceptions of the preferred degree of teacher participation were most numerous in all decision areas except for pupil personnel where no significant differences were observed. Principals and teachers of Northwestern Quebec differed significantly on most organizational decisions, on most decisions pertaining to the teaching profession, and on

some decisions (less than half) pertaining to elementary and secondary school curriculum. They differed significantly on one out of four decision items pertaining to the teacher personnel in the school and did not differ significantly on decisions pertaining to pupil personnel.

The variables most associated with differences in perception between principals and teachers were found to be sex, academic and professional preparation, teaching level and number of teachers in the school. Also associated with differences in perception, but to a lesser extent, were age, civil status, population of the locality. Teaching experience and number of years in the present institution were only related to a few organizational decisions.

On all decision items where significant differences in perception of the actual degree of teacher participation were observed, principals perceived teachers as participating more than teachers perceived themselves as participating.

On all decision items where significant differences in perception of the preferred degree of teacher participation were observed, principals perceived that teachers should participate less than teachers perceived they should participate.

III. OBSERVATIONS

Teachers are often assumed to be unconcerned with organizational decisions, which, it is claimed, principals can handle most effectively. The major finding in this study does not support this assumption. Teachers want to participate more than principals perceived they should participate in such decisions. It implies that administrators need not hesitate to involve teachers in most organizational decisions.

The Quebec teachers' professional organization (La Corporation des Enseignants du Québec) has insisted, mainly since 1962, that teachers participate through school councils, in the general administration of the school. The Quebec Department of Education, through television programs, regional missions^a, the Association of Superintendents, and publication of guides, has insisted that for each school there be organized a workshop so teachers and parents (in equal number) may participate with the principal in the development of plans for paedagogical renewal. Paedagogical renewal implies, as a first step, internal school re-organization.

^aA group of citizens of a large region, representing different associations, given the responsibility to explain the functioning of workshops.

The findings thus suggest that teachers are in agreement with the policies pursued by their professional organization and the Department of Education in this respect, but that principals have been less sensitive to the problem.

An interpretation of this research is that principals should endeavour to strengthen communication with teachers in their respective schools. Principals must also strive to establish, in conjunction with their teaching staff, school structures more conducive to teacher involvement in decision-making than is presently the case. Teachers should accept active participation in decision-making even though it may lengthen their day's work. Realizing that group decision-making is time-consuming and sometimes less efficient, principals and teachers should nevertheless work together wholeheartedly towards improving conditions so children may learn best.

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recherche sur le degré de participation des enseignants aux décisions

A P P E N D I X A

Document de travail
pour la recherche sur le degré de participation des enseignants aux décisions

Dr. [Nom]
[Adresse]
[Ville], [Province], [Canada]

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recherche sur le degré de participation des enseignants aux décisions

Veillez retourner ce questionnaire avant le 28 février 1969 à:

Rl. Corriveau
446 Michener Park,
Edmonton 70, Alta.

février 1969

SECTION III

Ce questionnaire comporte deux sections:

Section A: Questionnaire sur la participation des enseignants

Section B: Information d'ordre général

INSTRUCTIONS GENERALES

1. Répondez à toutes les questions.
2. Ne formulez qu'un seul choix par question en cochant la case appropriée.
3. Lisez attentivement les instructions relatives à chaque question avant de répondre.

SECTION A

Questionnaire sur la participation des enseignants

INSTRUCTIONS

Pour chacune des activités contenues dans ce questionnaire, choisissez parmi les quatre (4) degrés de participation décrits ci-dessous (a) celui qui selon vous correspond le plus au degré de participation actuel des enseignants, et (b) celui auquel devrait avoir droit les enseignants. Pour répondre, cochez dans la série de chiffres apparaissant à la suite du sigle PA (participation actuelle)

1 2 3 4 , la case qui selon vous correspond le plus à la participation actuelle des enseignants, et dans la série de chiffres apparaissant à la suite du sigle PS (participation souhaitée):

1 2 3 4 , la case qui à votre avis correspond le plus au degré de participation auquel devraient avoir droit les enseignants.

Les quatre degrés de participation aux décisions sont les suivants:

1er degré: Les enseignants de participent pas (ne devraient pas participer) aux décisions en cette matière. Les décisions sont prises (devraient être prises) unilatéralement par l'administration.⁽¹⁾

2ème degré: Quoique l'administration doive seule prendre les décisions en cette matière, elle doit (devrait) obtenir l'avis des enseignants soit individuellement, soit en groupe, avant de décider.

3ème degré: Les enseignants et l'administration, possiblement en comité, s'entendent ensemble (devraient s'entendre ensemble) sur les décisions à prendre en cette matière.

4ème degré: Les enseignants eux-mêmes décident (devraient décider) en cette matière. Il le font:

- a) soit individuellement,
- b) soit en équipe ou en groupe de travail au niveau de l'école ou de la commission scolaire,
- c) soit par l'entremise de leur association locale, régionale, ou provinciale (CEQ).

EXEMPLE

Supposons qu'à l'activité suivante: "Evaluation des méthodes d'enseignement", les enseignants ne participent pas, selon vous, aux décisions en cette matière (1er degré), vous cochez la case 1, apparaissant à la suite du sigle PA. Si pour cette même activité, vous croyez que les enseignants et l'administration devraient s'entendre ensemble sur les décisions à prendre (3ème degré), il suffit alors de cocher la case 3 apparaissant à la suite du sigle PS.

1) L'évaluation des méthodes d'enseignement

PA:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4
PS:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

(1) Nous entendons ici par "l'administration", soit le personnel administratif d'une école ou d'une commission scolaire (c'est-à-dire le principal, le directeur général, ou leurs adjoints respectifs,) soit la commission scolaire elle-même, soit enfin le ministère de l'Education et ses représentants.

		1er degré décision uni- latérale	2ème degré avis des enseignants	3ème degré s'entendre ensemble	4ème degré décision des enseignants
1	L'introduction de nouvelles méthodes d'enseignement.	PA: <input checked="" type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
2	Le choix des méthodes d'enseignement dont doivent se servir les maîtres.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
3	La détermination des besoins de recyclage pour certains membres de la profession.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
4	L'établissement des grandes lignes des programmes d'enseignement au secondaire et à l'élémentaire.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
5	L'évaluation des qualifications professionnelles des enseignants	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
6	La suspension des brevets d'enseignement.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
7	L'organisation des activités parascolaires.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
8	L'établissement des règlements concernant le comportement des élèves dans l'école.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
9	L'attribution de la ou des matière(s) qu'un maître devra enseigner.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
10	La détermination de la durée des périodes d'enseignement.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
11	L'établissement des modes d'évaluation de la clientèle étudiante.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
4					

		1er degré décision uni- latérale	2ème degré avis des enseignants	3ème degré s'entendre ensemble	4ème degré décision des enseignants
12	L'établissement des critères d'évaluation du personnel enseignant.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
13	La détermination des plans et devis pédagogiques lors de la planification de nouvelles constructions scolaires.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
14	La détermination des priorités relatives au recyclage des maîtres.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
15	La détermination des types de travaux ou devoirs à assigner aux élèves.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
16	L'élaboration des horaires dans l'école.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
17	La nomination des enseignants devant siéger au conseil d'école.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
18	La définition des objectifs de la supervision de l'enseignement.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
19	L'élaboration du contenu des journées d'information pédagogique.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
20	La sélection des manuels scolaires.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
21	La détermination du nombre de périodes d'enseignement.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
22	La détermination des normes d'éthiques professionnelles auxquelles doivent se soumettre les enseignants.	PA: <input type="checkbox"/> 1 PS: <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
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		1er degré décision uni- latérale	2ème degré avis des enseignants	3ème degré s'entendre ensemble	4ème degré décision des enseignants
23 La détermination du besoin de spécialistes-conseils ou coordonnateurs dans une école ou une commission scolaire.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
24 L'introduction de nouveaux cours.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
25 La détermination des modes à suivre dans le classement des élèves.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
26 L'attribution des niveaux auxquels seront affectés les enseignants.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
27 La répartition de la part du budget de l'école consacrée à des fins pédagogiques.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
28 La détermination des priorités relatives à la recherche pédagogique.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
29 L'élaboration des questionnaires ou examens destinés à évaluer le progrès des élèves.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
30 La détermination du contenu des programmes de formation des maîtres.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
31 La sélection du matériel didactique, audio-visuel, ou autre.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
32 La définition des structures formelles à implanter dans l'école (i.e. la répartition des tâches, la création des départements, l'institution de comités ou conseils dans l'école.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
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		1er degré décision unie latérale	2ème degré avis des enseignants	3ème degré s'entendre ensemble	4ème degré décision des enseignants
33 La détermination des qualifications minima pour entrer dans la profession.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
34 Le choix des matières qui doivent figurer au programme.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4
35 L'établissement du contenu des matières.	PA: PS:	<input type="checkbox"/> 1 <input type="checkbox"/> 1	<input type="checkbox"/> 2 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 4

SECTION B

INFORMATION D'ORDRE GENERAL

1) SEXE

1 ☐ Masculin

2 ☐ Féminin

2) AGE

1 ☐ moins de 20 ans

4 ☐ 40 à 49 ans

2 ☐ 20 à 29 ans

5 ☐ 50 à 59 ans

3 ☐ 30 à 39 ans

6 ☐ 60 ans et plus

3) STATUT CIVIL

1 ☐ laïque

2 ☐ religieux

4) ANNEES DE SCOLARITE (selon la convention collective en vigueur)

1 ☐ moins de 12 ans

3 ☐ 15-17 ans

2 ☐ 12-14 ans

4 ☐ plus de 17 ans

5) ANNEES D'EXPERIENCE DANS L'ENSEIGNEMENT (inclure l'année en cours)

1 ☐ moins de 2 ans

5 ☐ de 11 à 13 ans

2 ☐ de 2 à 4 ans

6 ☐ de 14 à 16 ans

3 ☐ de 5 à 7 ans

7 ☐ plus de 16 ans

4 ☐ de 8 à 10 ans

6) ANNEES D'EXPERIENCE DANS L'ADMINISTRATION

1 ☐ moins de 2 ans

5 ☐ de 11 à 13 ans

2 ☐ de 2 à 4 ans

6 ☐ de 14 à 16 ans

3 ☐ de 5 à 7 ans

7 ☐ plus de 16 ans

4 ☐ de 8 à 10 ans

7) NIVEAU D'ENSEIGNEMENT ACTUEL

1 ☐ Maternelle

2 ☐ Élémentaire

3 ☐ Secondaire

8) NOMBRE D'ANNEE(s) PASSEE(s) DANS LA PRESENTE INSTITUTION

1 ☐ moins d'un an

4 ☐ 7 à 9 ans

2 ☐ 1 à 3 ans

5 ☐ 10 ans et plus

3 ☐ 4 à 6 ans

9) NOMBRE D'ENSEIGNANTS DANS VOTRE ECOLE

1 ☐ moins de 10

5 ☐ entre 40 et 49

2 ☐ entre 10 et 19

6 ☐ entre 50 et 59

3 ☐ entre 20 et 29

7 ☐ entre 60 et 69

4 ☐ entre 30 et 39

8 ☐ 70 et plus

10) POPULATION DE LA LOCALITE OU VOUS ENSEIGNEZ

1 ☐ moins de 10,000

4 ☐ entre 30,000 et 39,999

2 ☐ entre 10,000 et 19,999

5 ☐ entre 40,000 et 49,999

3 ☐ entre 20,000 et 29,999

6 ☐ 50,000 et plus

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A P P E N D I X B

Edmonton, le 17 février 1969

Cher Collègue,

Après six ans comme directeur d'écoles dans le Nord-Ouest (Matagami et Chibougamau), j'ai obtenu un congé pour fins d'études.

Si je m'adresse à vous aujourd'hui, c'est que je compte sur votre collaboration pour m'aider dans mon projet de recherche en remplissant le questionnaire ci-joint.

Toute réponse sera traitée confidentiellement.

Il importe de lire attentivement les instructions en page trois, répondre et me retourner le questionnaire avant la date indiquée. Vous n'avez pas à signer votre nom. Un numéro de code figure sur la dernière page pour permettre de retracer le questionnaire s'il y a lieu.

Vous remerciant à l'avance de votre collaboration, je vous prie de me croire,

Edmonton, le 7 mars 1969

Cher Collègue,

Vous avez reçu, il y a quelques jours, un questionnaire intitulé: "Recherche sur la participation des enseignants aux décisions." Je vous sais très occupé, mais pourriez-vous le remplir et me le retourner dans l'enveloppe affranchie qui l'accompagnait?

J'attache une très grande importance à ce questionnaire. C'est une année de travail qui en découle. C'est dire que vous m'obligeriez beaucoup en me rendant ce service.

Soyez assuré que les réponses individuelles ne sont d'aucun intérêt particulier et demeurent très confidentielles. Au fait, c'est une analyse statistique globale des réponses de tous les principaux du nord-ouest qui intéresse et qui sera faite. De PLUS, vous aurez vraisemblablement l'occasion d'avoir les résultats dans un proche avenir, résultats qui, je l'espère, sauront vous intéresser.

J'ose croire que vous ferez diligence à me retourner ce questionnaire. Si c'est déjà fait, ou que vous le faites maintenant, veuillez accepter mes très sincères remerciements,

Edmonton, le 21 mars 1969

Cher Collègue,

Le sept mars, je vous invitais à me retourner le questionnaire que je vous ai fait parvenir à la mi-février. Bon nombre de principaux, qui avaient tardé, ont répondu à l'appel, et je les remercie très sincèrement.

Malheureusement, quelque trente collègues (sur 200) ne semblent pas disposés à en faire autant. C'est à se demander pourquoi?

Le fait demeure que cela nuit beaucoup à ma thèse où doit être mesuré l'opinion de tous les principaux du Nord-Ouest. De plus, les résultats de cette étude devraient s'avérer d'autant plus intéressants que vous y aurez contribué.

Je ne demande pas de raisons à ceux qui tardent à répondre, mais simplement le questionnaire, qu'il soit rempli ou non.

J'ose croire que vous répondrez favorablement à cette dernière invitation.

Le 28 mars 1969

Re: Le QUESTIONNAIRE: L'avez-vous oublié?

Mon travail est retardé...

Je compte sur vous pour me le retourner
maintenant.

B29919